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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These Daily Classroom Guides support broadcasts of CNN Newsroom for January 1999. Each guide contains program rundowns for that day's broadcast, discussion activities, and links to external Web sites. Top stories include: introduction of the Euro; Senate prepares for the President's impeachment trial; the Clinton Administration announces a policy change towards Cuba; Senate convenes for the trial of the President; the trial of President Clinton formally begins (January 4-8); House managers and White House lawyers prepare for the trial of President Clinton in the Senate; the prosecution and defense submit their summaries in the impeachment case against President Clinton; the war of words between the White House and the prosecution; the Senate becomes the setting for the second impeachment trial in history; and the House managers begin their case on this first day of impeachment proceedings (January 11-15); the White House defense team presents its case to the Senate; Yugoslav authorities defy demands for an investigation into Friday's massacre in Kosovo; President Clinton delivers his State of the Union Address to Congress; the White House continues its defense before the Senate; and Yugoslav authorities crack down on rebel forces in Kosovo (January 18-22); the Senate could dismiss the impeachment case or call witnesses; the Senate meets to consider possible courses of action in the impeachment trial; the battle over witnesses continues in the impeachment trial; the Senate votes to continue the impeachment trial with witnesses; and Republican senators feel political heat as they determine the next step in the impeachment trial (January 25-29). (AEF)

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CNN Newsroom Classroom Guides
January 1999

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M. Stevens

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We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

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MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
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CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523
	LEARNING LINK PROVIDERS	
Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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County: _____

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CNN NEWSROOM Guide

January 4, 1999

Welcome back! Don't forget that the new HEALTH DESK premieres tomorrow!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 04:55... 07:40
Today marks the introduction of a new European currency, the euro.

Capital News ... 02:35... 10:15
Senators are not in agreement on how to handle the impeachment trial of President Clinton.

YOUR DAILY DESK ... 00:50... 11:05
Environment Desk ... 02:30... 13:35
Power poles can be deadly perches for birds of prey.

WORLDVIEW ... 00:25... 14:00
Visions of Europe ... 05:00... 19:00
Eleven European nations prepare to implement the European Currency Unit.

Political Front ... 03:35... 22:35
War in Algeria spreads west to the city of Tlemcen.

Culture Watch ... 01:25... 24:00
High-tech innovation regenerates interest in the yo-yo.

NEWSROOM CHRONICLE ... 00:30... 24:30
Sprawl America ... 03:05... 27:35
Cherokee County, Georgia, is experiencing suburban growing pains.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Euro Era

1. What is the euro? How is it being introduced on the global market? Why do you think it is being introduced electronically first? When will the actual coins and paper currency appear? According

to the video, what are some advantages of the common currency? What do you think are some disadvantages? Why do you think the United Kingdom and a few other European nations chose not to use the euro?

2. Discuss the reasons why some businesspeople look forward to the introduction of the euro while some international companies may encounter problems with it. Could the euro present problems for the U.S. dollar? Explain. Generate a class discussion about the possible effects of a strong euro on the U.S. economy. How might a strong international currency competing with the dollar impact students' lives in the U.S.?

3. Ask students why some travelers in the video might find the euro "confusing." Challenge students, working in groups, to gather information about the euro and use it to create an informational brochure, fact sheet or webpage on "What Travelers Should Know about the Euro." Have each group present its work to the class.

LINKS:
http://www.westpac.com.au/euro/euro_what.html
http://www.firstunion.com/international/euro.html
http://www.firstunion.com/international/euro4.html
http://sellitontheweb.com/ezine/opinion022.shtml

Capital News

1. On what major points regarding the upcoming trial do senators in both parties agree? Why do you think they want to keep this procedure short? Why do some senators think that the president should postpone the State of the Union Address until the trial is over? Do you agree or disagree with this logic? State your rationale.

2. Some senators have expressed the view that President Clinton has already been "punished" as he has been forever condemned by history. What does this mean? How do you think your children's history books will record the presidency of William Jefferson Clinton? What will you tell them about this president?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/31/impeachment/

EDITOR'S NOTE:
euro
currency
United Kingdom
transaction
impeachment
State of the Union
testify
expedite

YOUR DAILY DESK

Environment Desk : High Wire Hazard

1. What does this story identify as causing injury to more than 150 birds of prey each year? Birds of prey such as Eagles, Hawks, Falcons, and Owls are often called raptors. Why are raptors whose

range lies in areas with few tall trees more susceptible to injury in this manner?

2. Most raptors in the U.S. are on the Endangered Species List and are therefore protected under the Endangered Species Act. Why do you think the government has chosen to persuade rather than prosecute utility companies on this issue?

3. Ask students: What are some utility companies doing to make their poles bird safe? Why do you think more companies aren't doing this? Working in small groups have your students design their own raptor protectors for power poles. To accomplish this students must first find out what materials act as conductors (materials that carry electricity) and which materials are insulators (materials that do not carry electricity). Have them draw their raptor protectors on poster board, making sure to label all parts and identifying both conductors and insulators. Then have them present their drawings to the class and explain how their new products work.

   EXTENSION: Have students create actual prototypes of their raptor protectors.

LINKS:
http://www.cis.yale.edu/ynhti/curriculum/units/1989/7/89.07.01.x.html#c
http://www.raptor.cvm.umn.edu/raptor/rfacts/rfacts.html
http://www.public.usit.net/jerrywr/eleccon.htm#menu

EDITOR'S NOTE:
conductor
insulator
bird of prey
talon talon
raptor
transformer
utilities
litigation

WORLDVIEW

Visions of Europe

1. What is the name of the new European currency? How many European countries are switching to the euro? Locate these countries on a map. When will European citizens begin using euro banknotes? Where is the new European Central Bank located? Why was Germany reluctant join the European Monetary Union(EMU)? Why did Germany eventually decide to join the EMU?

2. Have students refer to the first four websites listed below to address the following questions: Why are European countries seeking unification? Do you think switching to the euro will unite European nations? Explain. Why did EMU nations have to stabilize their inflation and interest rates prior to joining the EMU? Why are European industry and the European financial markets switching to euros before EMU nations adopt the euro as legal tender?

3. Divide your class into 11 groups, each representing one of the EMU nations. First, have each group refer to the fifth website to create a chart depicting the value of its currency against the value of the US dollar (on a quarterly basis) during the last five years. Second, refer students to the sixth website to investigate global factors responsible for currency rate fluctuations. Have students present their findings. As a class, discuss the following: Why does the value of currency fluctuate? What makes a currency strong? Why might the euro be a stronger European currency than the individual currencies being used by EMU nations? How might the euro strengthen the economy of

EMU nations? What potential economic and political risks are associated with instituting the euro?

LINKS:
http://cnn.com/WORLD/9803/25/euro.currency/index.html
http://cnn.com/WORLD/europe/9805/01/euro.currency/index.html
http://europa.eu.int/
http://europa.eu.int/euro/html/page-dossier5.html?dossier=122&lang=5&page=11&nav=5
http://www.oanda.com/converter/classic
http://www.ex.ac.uk/~RDavies/arian/llyfr.html

Political Front : Western War

1. What two factions are in conflict in Algeria? Why did the GIA attack the city of Tlemcen? What was the result of the attack? Why is the Algerian government establishing an amnesty program? Why did Abdul Kader Milodi defect from the GIA?

2. Refer to the first website listed below to research the history of Algeria and the origin of its civil war. Is the Algerian civil war a religious or political conflict? Explain. Why does the GIA utilize terrorist tactics? Why do people participate in guerrilla factions like the GIA? Do you think terrorism is an effective method for achieving political change? Do you think it should be used to advance a political objective? Explain.

3. Have students brainstorm a list of ways that political differences can be addressed in your country without resorting to violence. Using multimedia resources, have your class research the political history of Algeria during the last century. Have each student write a paper discussing whether or not your country's peaceful methods of conflict resolution would be effective in Algeria.

LINKS:
http://www.arab.net/algeria/algeria_contents.html
http://www.ict.org.il/
http://cnn.com/WORLD/africa/9812/03/algeria.war/index.html
http://cnn.com/WORLD/africa/9812/13/algeria.grave/index.html

Culture Watch : Yo-yo Competition

1. What materials were used to make the first yo-yos? How many yo-yos are sold each week in Britain? Where is the next world yo-yo championship being held?

2. Why do you think so many people like yo-yos? How have technological innovations contributed to the resurgence of the yo-yo's popularity?

3. Have students list three of their favorite toys and reasons why they like these toys. Have groups of students poll adults that are at least 25 years old to identify their favorite toys during childhood, and their reasons for liking these toys. Ideally, students should interview a mix of men and women representing different age groups. As a class, create a chart that depicts the students' findings, including the decade in which these toys were popular. Have students compare and contrast the similarities and differences between the popular toys of this generation to those of prior generations. Discuss the following questions: What factors contribute to a toy's popularity? Why have certain toys remained popular over the years? How do toys influence children's development? How has technology influenced the development of toys?

LINKS:
http://ayya.pd.net/index.html

EDITOR'S NOTE:
the euro
European Monetary Fund
currency
Algeria
Tlemcen
GIA
Islamic
high-tech

NEWSROOM CHRONICLE

Sprawl America

1. What is a suburb? Of what major U.S. city is Cherokee County a suburb? What has happened to the population of Cherokee County over the past 20 years? How has this population growth affected the quality of life in the county?

2. Ask students to consider what issues their community would have to address if its population doubled in 20 years. Then divide the class into small groups and tell students in each to pretend they are city or county planners, assigned with the task of planning for rapid population growth in their community. Assist groups in researching the issues that planners would have to address, such as school capacity, traffic, and public services (water, sanitation, police). Direct groups to come up with strategies for meeting these challenges. Have each group present its plans. Discuss the problems associated with rapid growth and local government responses to these problems. In what way are the problems faced by Cherokee County, Georgia, problems faced by every growing community? Discuss.

LINKS:
http://ngeorgia.com/county/cherokee.shtml
http://www.nando.net/newsroom/ntn/voices/070798/voices9_2514_noframes.html
http://www.wsn.org/cbe/livablecommunities.html
http://www.gov.state.md.us/gov/messages/html/growth.html

EDITOR'S NOTE:
sprawl
Atlanta
bedroom community
subdivision
pro-growth
tax base tax base
metropolitan
suburb

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 5, 1999

Check out the new HEALTH DESK, appearing today and every Tuesday!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 02:40... 04:40
President Clinton focuses on social issues as the Senate prepares for his impeachment trial.

YOUR DAILY DESK ... 00:55... 05:35
Health Desk: Nicotine Drug ... 02:20... 07:55
An epilepsy drug may help smokers kick nicotine addiction.

WORLDVIEW ... 00:30... 08:25
Visions of Europe ... 04:30... 12:55
While 11 European currencies unite under the euro, the English staunchly support their separation and independence from Europe.

Information Please ... 02:50... 15:45
In spite of its beauty, the Maldives is a country battling a widespread health problem.

Culture Watch ... 02:35... 18:20
A new musical wave is rolling over Israel.

NEWSROOM CHRONICLE ... 00:30... 18:50
Sprawl America ... 03:35... 22:25
Some former suburbanites are coming home to an urban lifestyle.

Look Ahead ... 00:30... 22:55
Next Week: Isolated School

CNN Student Bureau Report ... 03:10... 26:05
Congressman Marty Meehan holds a forum with students to discuss the impeachment of Pres. Clinton.

CNN NEWSROOM CLOSE ... 01:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What issues and images are at the forefront for President Clinton as he faces the impeachment trial? Why do you think he is projecting these images and issues? As President Clinton promotes his agenda, what ideas are currently "hovering over Capitol Hill"?

2. Review the definition of censure. Discuss how the censure process and result would be different from a trial and conviction by the Senate.

3. Describe the proposal being offered by Senate Majority Leader Trent Lott and Senate Minority Leader Tom Daschle. Who is likely to be opposed to this plan, and why? According to Senator Orrin Hatch, how might making quick work of the articles of impeachment create a problem? Do you agree or disagree with his view? Explain.

4. Refer your students to the second website below for a primer on the impeachment process. Discuss who will preside over the trial, who will present the case against the president, and how the Senate will conduct the trial. How is it different from other legal procedures, such as those one might witness in criminal or civil court? Why do students think the framers of the Constitution wanted it this way?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/04/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/04/primer.ap/

EDITOR'S NOTE:
consensus
hearsay
repudiation
censure
Trent Lott
Tom Daschle

YOUR DAILY DESK

Health Desk: Nicotine Drug : Health Desk: Nicotine Drug

1. What is the name of the epilepsy drug that may stop the addictive effects of nicotine? Describe the chemical process that occurs in the brain to cause nicotine addiction. How does GVG work to stop these addictive effects?

2. Ask students why they think some young people choose to smoke cigarettes. Then have students refer to the first two websites to learn about the health risks associated with smoking cigarettes. Given the potential health risks associated with using GVG, do you think people should use it to quit smoking cigarettes? Explain. How is addiction to alcohol different from the addiction to nicotine?

3. Divide the class into three groups. Direct each group refer to the third, fourth and fifth websites below to establish a definition for addiction. Have each group present its definition. As a class, compare and contrast the various aspects of addiction. Have students synthesize this information to establish a working definition of addiction. Using multimedia resources, have each group develop a presentation about the physiological, psychological, or social aspects of nicotine addiction. Have each group present its findings. Discuss how counseling might enhance the therapeutic benefits of GVG.

4. Following the group presentations, have each student take the smoking quiz listed on the sixth website. Discuss the quiz results and whether/how these activities influenced the students' understanding and opinions about cigarette smoking.

LINKS:
http://www.nida.nih.gov/researchreports/nicotine/nicotine.html
http://www.tobaccofacts.org/addiction.html
http://www.hms.harvard.edu/doa/index.html
http://www.mentalhealth.com/fr00.html
http://www.mentalhealth.com/drug/p30-s07.html
http://www.mayohealth.org/mayo/9710/htm/smokjava.htm

EDITOR'S NOTE:
epilepsy
addiction
nicotine
methamphetamine
amphetamine
dopamine

WORLDVIEW

Visions of Europe : Visions of Europe

1. What geographic features physically separate Great Britain from Europe? What relatively new connection breaches the geographical gap between Britain and the continent? What customs make Great Britain different from the rest of Europe? What is the name of the new European currency unit? How did the British feel about the new currency?

2. In what ways has Britain's location been a cultural advantage? A cultural disadvantage? Discuss: "Uninvaded for nine centuries, Britain alone in Europe was never forced to live with outsiders' ways."

3. Divide the class into small groups. Challenge the students to discuss and list ways in which the "world is getting smaller." Suggest that they begin their list with the euro and include multinational mergers with specific examples.

4. For further information about the euro, including a quiz and interactive map, refer to the last website below.

LINKS:
http://cnn.com/WORLD/europe/9901/03/euro/index.html
http://cnn.com/TRANSCRIPTS/9901/01/bd.01.html
http://cnn.com/TRAVEL/CITY.GUIDES/WORLD/Europe/england/chunnel.html
http://cnn.com/SPECIALS/1998/euro/

Information Please : Maldives Thalassemia

1. What are the symptoms of thalassemia? How does one acquire the disease? How is the disease treated? How is thalassemia cured? How long will it take Hussain Fatheem's family to save him from thalassemia? Why will it take so long?

2. Why are blood tests conducted to determine which Maldivians are carriers? What is the best known way to prevent occurrence of thalassemia? What are the two thrusts of campaigns being waged to prevent thalassemia in the Maldives? What are the frustrations of families such as the Hussains?

3. Both sickle cell anemia and thalassemia are red blood cell disorders and are often researched and treated by the same medical groups and agencies. Sickle cell anemia, particularly common to those of African or Mediterranean origin, is more widespread in the United States. Have students contact the local March of Dimes and health agencies to learn more about local resources for genetic disorders such as thalassemia.

LINKS:
http://www.thriveonline.com/health/experts/bill/bill.08-13-97.html
http://www.tv.cbc.ca/national/pgminfo/thal/index.html
http://www.geocities.com/HotSprings/5917/
http://cancer.mgh.harvard.edu/medOnc/sickle.htm
http://www-rics.bwh.harvard.edu/sickle/
http://noah.cuny.edu/pregnancy/march_of_dimes/birth_defects/thalassm.html

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Culture Watch : Israel Trance Music

1. What is the current music craze in Israel? What are the characteristics of trance music? With what age groups is trance music popular? How are some political leaders reacting to the popularity of trance music?

2. Why is trance music popular in Israel? What current events in Israel may contribute to the desire to "release tension"? While the government of Israel is not a theocracy, how does the history of Israel make an anti-authority movement one against both religion and government?

3. Group students. Have each group select one movement/fad/person/idea/style of music which was considered anti-authoritarian and/or dangerous when first introduced. Ask each group to trace the history of that person, place or thing to today, indicating what caused the fad to die, be effectively banned, or become accepted. Share group findings. Then, in a class discussion, have students make predictions about trance music based upon the information in the video and the evolution of the other trends discussed.

4. Point out to your class that the military is very important in Israel, a country seemingly surrounded by enemies and vulnerable to attack. There has been concern that along with the growing popularity of trance music, people will drop out of the army. (Note: In Israel all men between 18 and 29 years of age must serve for 36 months. Some unmarried women between the ages of 18 and 26 years are required to serve for 24 months. Men up to age 55 and childless women up to age 34 are liable for service in the reserves.) Ask students whether they feel the concern about support for the Israeli defense force is justified. Ask students to support their opinions with historical and current information.

LINKS:
http://www.third-eye.org.uk/trip/chewns.html
http://cnn.com/WORLD/meast/9901/02/mideast.01/
http://cnn.com/WORLD/meast/9901/03/israel.cult.arrests/index.html

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EDITOR'S NOTE:
fortress
English Channel

EU
Labour Party
thalassemia
Maldives
transfusion
cyber DJ

NEWSROOM CHRONICLE

Sprawl America : Sprawl America

1. How is Kathy Holland's commute to work different from the mornings she experienced two years ago? Why did she and her husband trade in their suburban lifestyle for city living? How are they part of a growing population trend?

2. What evidence from the video supports the claim that many U.S. cities are experiencing a "residential rebirth"? According to real estate professionals, why is the appeal of city living somewhat limited? Why did the Goolsby family decide to live downtown? What is the main reason why many young families prefer to live outside the city? If you have ever attended a school in the city, cite your own personal experience to explain why you agree or disagree with the Goolsby's choice.

3. How is urban life different from suburban life? What challenges and advantages do city dwellers face daily? Have students work in groups to research the pros and cons of city living and share findings in class discussion. Then challenge each student to select a city anywhere in the U.S., conduct research to learn more about it, and write a brief paper stating whether he/she would consider living in that city, and explain his/her rationale.

LINKS:
http://www.thirdmill.com/acue/
http://users.jaguNET.com/~lark/homepage.html
http://www.ci.concord.ca.us/living/living.htm
http://www1.cc.emory.edu/CARTER_CENTER/urban.htm

CNN Student Bureau Report : CNN Student Bureau Report

1. Did Representative Meehan face a friendly audience when he spoke to the students at Maynard High School about impeachment? Explain. What tough question was asked by the only student who disagreed with him? Do you think Rep. Meehan gave a good answer to this question? Why/ why not? In spite of their agreement with the congressman, why did some students appear to be somewhat skeptical regarding their political leaders? Do you share this sentiment? Explain.

2. Identify the congressional representative(s) for students in your class. Direct groups of students to use online and other resources to learn more about their congressional representatives' views on the impeachment of President Clinton. Then have each group prepare and present a brief roleplay where their representative answers student questions on the issue of impeachment. Would their representatives agree with Rep. Meehan on this issue? Discuss the different views on impeachment that one could find among House members.

LINKS:
http://www.house.gov/meehan/welcome.htm
http://www.house.gov/

EDITOR'S NOTE:
urban pioneer
commute
rush hour
loft
dual-career
Marty Meehan
perjury
code of conduct

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 6, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 03:45... 06:30
The Clinton Administration announces a policy change towards the nation of Cuba.

In the Headlines ... 01:30... 08:00
U.S., IRAQI JETS CLASH

YOUR DAILY DESK ... 00:45... 08:45
Business Desk ... 02:00... 10:45
A food fight is shaping up in corporate America, but it's an Italian company that's winning the pasta war.

WORLDVIEW ... 00:30... 11:15
Visions of Europe ... 04:15... 15:30
Germany prepares for European unification.

Where in the World? ... 04:50... 20:20
Myanmar replaces opium poppy fields with buckwheat crops to eliminate the production of heroin.

NEWSROOM CHRONICLE ... 00:40... 21:00
Andrew Johnson, Part I ... 05:00... 26:00
CNN's Bruce Morton looks at the life and times of President Andrew Johnson, the only other U.S. president besides Bill Clinton to be impeached.

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : U.S. and Cuba

1. How would you describe relations between Cuba and the U.S. over the past four decades? What is the source of the tension between the two countries? Who is Fidel Castro? What is an economic embargo? Why did the U.S. impose one on Cuba in 1961?

2. What policy change towards Cuba did the Clinton Administration announce yesterday? Why do

you think this is being labelled a "humanitarian" policy? What are the major points of this shift in policy? How do supporters of the embargo feel about the new measures? Why? Do you think the policy provides an "economic incentive" for Fidel Castro to stay in power? State your rationale. According to the video, how are Cubans reacting to the U.S. policy change? Why are many hoping for normalization of relations between their country and the U.S.?

3. In recent years there has been much discussion about the U.S. embargo on Cuba, its effects on the people of Cuba and its political effectiveness. Many U.S. leaders have suggested revoking the embargo. Ask students what they think. First have them work in groups to conduct research about the embargo and share their findings. Then direct groups to research the arguments for and against the embargo. The websites below should be of assistance. After reading the rationale for each position, have each student write a position paper in response to the question "Should the United States revoke the embargo on Cuba?"

LINKS:
http://cnn.com/WORLD/americas/9901/05/us.cuba/
http://www.sun-sentinel.com/news/764.htm
http://www.igc.org/lacasa/july26.html
http://xld.com/public/cuba/embargo.htm

In the Headlines : In the Headlines

1. Where did the latest altercation between the U.S. and Iraq take place? What are "no-fly zones," and why were they created over Iraq? What signs are there that some Arab nations are sympathizing with Iraq? How is Iraqi leader Saddam Hussein trying to capitalize on this sympathy?

LINKS:
http://cnn.com/WORLD/meast/9901/05/iraq.04/

EDITOR'S NOTE:
bipartisan
normalization
embargo
Fidel Castro
Caritas
John Paul II
Havana
no-fly zone

YOUR DAILY DESK

Business Desk : Spaghetti Wars

1. According to the video, what is the principle reason why pasta sales have declined in the U.S. over the past three years? What are some of the best-known pasta brands in the U.S. and their parent companies? In general, how are these brands faring? How does this compare to the market performance of Barilla? Why do analysts believe that Barilla has been successful?

2. One of the factors behind Barilla's success is the removal of tariffs on international pastas. What is a tariff? How do tariffs impact the market? Have students conduct research to find other products that currently have import tariffs imposed on them and share their findings. In each case, discuss

how removing the tariff would affect (a) the domestic producer (b) the international producer and (c) the consumer. Discuss possible ripple effects on industry workers in each case and on related industries.

3. Discuss the marketing definition of positioning. To help students understand this concept, read out a list of automobile manufacturers and ask students to react to each brand name with one or two words (e.g., "safe," "luxury car," "sporty"). Discuss how each company has established its position within the market. Refer back to the video and ask students if they have ever seen a television commercial or ad for Barilla pasta. How has this company positioned itself in the American pasta market? Why has this been a successful strategy among consumers?

LINKS:
http://www.sju.edu/bio/barilla-bio.html
http://www.realtorino.com/p597.htm
http://www.base1.com/marketing.html

EDITOR'S NOTE:
import
tariff
pasta
positioning

WORLDVIEW

Visions of Europe : Visions of Europe

1. Where is the new capital of Germany going to be located? What historical event occurred in Berlin in 1989? Why was this event significant? What is the euro? Why are some Germans opposed to converting to the euro?

2. Why was Germany divided after World War II? What is the cultural and political significance of making Berlin the capital of Germany? Why do you think Germany decided to join the European Monetary Union?

3. Prior to beginning this activity students should have a basic understanding about the geography and history of Europe during the last century. Divide the class into two groups. Using multimedia resources, including the websites listed below, have each group develop a presentation about either the reunification of Germany or the European unification and the introduction of the euro. Direct each group to create a timeline of significant events related to its topic. Following the group presentations, discuss how European unification might impact Germany. Have students consider the economic, political, social and cultural ramifications. Have students write papers discussing how the lessons learned from Germany's experience of reunification could benefit the European Monetary Union and its transition to the euro.

LINKS:
http://web.uvic.ca/german/261/index.html
http://www.tau.ac.il/GermanHistory/links.html
http://members.aol.com/johball/berlinwl.htm
http://europa.eu.int/
http://cnn.com/WORLD/europe/9805/02/euro/index.html
http://cnn.com/WORLD/europe/9805/01/euro.currency/index.html
http://cnn.com/WORLD/9606/05/berlin.broke/index.html

Where in the World? : Myanmar Drug Trade

1. Where is Myanmar located? What narcotics are derived from opium poppies? What is the Golden Triangle? Who is Khin Nyunt? What agricultural products are replacing opium poppies in Myanmar?

2. How will decreasing Myanmar's supply of opium poppies impact the opium and heroin market? Why do people use heroin? Why do some people consider heroin to be a "menace to mankind?" Why is support from the international community essential for successful crop substitution programs?

3. As a class, use multimedia resources to investigate the political and socioeconomic conditions in Myanmar during the last 30 years. Divide your class into three groups. Have each group utilize the websites listed below to prepare a presentation about either the political, economic or social dimensions of drug production and drug trafficking in Myanmar. Following the group presentations, discuss how the international community can help to eliminate drug production and drug trafficking in Myanmar. Poll students to find out if they think Myanmar will be able to eliminate heroin production.

LINKS:
http://seaquest.kusza.edu.my/SEAQuest/Myanmar/
http://www.singapore-window.org/80123awk.htm
http://www3.itu.int/MISSIONS/Myanmar/
http://cgi.pathfinder.com/time/magazine/1998/dom/980615/world_man_with_a_grand.html
http://www.undcp.org/
http://www.undcp.org/undcp/activ/ob/eastasia/subreg.htm

EDITOR'S NOTE:
Berlin
unification
euro
Bonn
Myanmar
Golden Triangle
junta
opium

NEWSROOM CHRONICLE

Andrew Johnson, Part I : Andrew Johnson, Part I

1. What do we know about the background and beliefs of Andrew Johnson? What did he do at the outset of the Civil War that made him a hero to the North? Why did Abraham Lincoln choose him as a running mate? How did Andrew Johnson become president?

2. How did President Andrew Johnson feel about the 14th Amendment and the enfranchisement of ex-slaves? How did he put promote his political agenda? Why were the Radical Republicans angered by this behavior? Did President Johnson break the law? Explain. Do you think his impeachment was more of a legal or political exercise? State your rationale.

3. Many historians claim that among the reasons why Andrew Johnson was impeached was his refusal to compromise. What adjectives are used to describe Andrew Johnson in this video? What

adjectives would you use to describe the personality of President Clinton? Do you think any of these characteristics were a factor in some House members' vote to impeach? Explain.

4. Assist groups of students in gathering information on the presidencies of Andrew Johnson and Bill Clinton, including the basis for articles of impeachment in each case. Challenge each group to prepare a side-by-side comparison of the two presidents, including information regarding the political climate of the country at the time of impeachment, the political philosophies of each, issues promoted by each president, etc. Have each group present its comparison and discuss similarities and differences between the two. Discuss why each president was impeached. Do students think the impeachment of each president was justified? Why/why not? Discuss.

LINKS:
http://statelibrary.dcr.state.nc.us/nc/bio/public/johnson.htm
http://www.gl.umbc.edu/~cgehrm1/gpoa.html
http://www.ipl.org/ref/POTUS/ajohnson.html/alincoln.html

EDITOR'S NOTE:
Andrew Johnson
Abraham Lincoln
Reconstruction
Radical Republicans
14th Amendment
enfranchise
suffrage
Edwin Stanton

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 7, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 02:35... 05:20
History will be made as the Senate convenes today for the trial of President Clinton.

YOUR DAILY DESK ... 00:50... 06:10
Science Desk ... 01:25... 07:35
Forensic science may finally help determine what happened to Amelia Earhart.

Science Desk Extra ... 02:30... 10:05
NASA launches the second component in its Mars '98 mission.

WORLDVIEW ... 00:25... 10:30
Visions of Europe ... 05:25... 15:55
The French strive to protect their inimitable French lifestyle from international intrusions.

Political Front ... 02:20... 18:15
Hurricane Mitch departed in October, but there is danger of related deaths today in Nicaragua.

Culture Watch ... 02:15... 20:30
The Harley leads the pack in China!

NEWSROOM CHRONICLE ... 00:30... 21:00
Andrew Johnson,
Part II ... 06:30... 27:30
Although Andrew Johnson was acquitted, his impeachment trial had an impact on U.S. history.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What are the charges in the two articles of impeachment against President Clinton? Where will the president's trial be held? Who will act as the prosecution? Who will serve as jurors? Who will preside? Why do Democrats want a short, "witness-free" trial? What kind of trial do Republicans

want? How will the president be defended in this trial? How is the White House legal team preparing for the proceedings?

2. Why do you think there is such disagreement among senators on the issue of calling witnesses? Who is likely to want to hear from witnesses? Why? Do you think witnesses should be a part of this procedure? Why/why not?

3. Supreme Court Chief Justice William H. Rehnquist will preside at the impeachment trial of President Clinton. His rulings and interpretations will play a major role in the course the trial will take. Have students work in groups to learn more about Justice Rehnquist and the role he is about to play in U.S. history. Share group findings in class discussion.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/06/primer/
http://cnn.com/ALLPOLITICS/time/1999/01/04/justice.html
http://cnn.com/ALLPOLITICS/resources/1998/lewinsky/

EDITOR'S NOTE:
106th Congress
oath
Strom Thurmond
summons
perjury
obstruction of justice
William Rehnquist
jury

YOUR DAILY DESK

Science Desk : Earhart's Bones?

1. Why is finding out what happened to Amelia Earhart something many people still care about? Where did she disappear? What is the new theory about her final resting place? What indirect evidence is there to support this theory? Why has it taken until now to gather this information?

2. Do you think this is the first theory to be suggested related to Amelia Earhart's disappearance? Explain. Why is Tom Crouch asking for definitive proof in this case? What further proof do you think would help solidify and support this theory? Why are researchers turning their attention to finding the bones mentioned in the British report?

3. In animal cells, the tiny mitochondria combine oxygen with food to make energy. When the demand for energy in a cell increases, more mitochondria have to be made. The small amount of DNA in mitochondria is a blueprint from which these new mitochondria are made. This is different from the DNA that is used to make new chromosomes for cell division. Because each individual has his/her own genetic code for mitochondrial DNA, it is a good tool for forensic specialists to use to identify human remains such as in the case of Amelia Earhart. Working in small groups, have students use both print and electronic media to investigate other tools and methods used in forensic science. Then have them prepare a list of the steps they think forensic experts will have to take in strengthening the case for Nikumaroro being Amelia Earhart's final resting place.

LINKS:
http://www.aafs.org/career/CareerBroch.html

http://www.fbi.gov/kids/forensic/forensic.htm
http://www.fbi.gov/kids/dna/dna.htm

Science Desk Extra : Science Desk Extra

1. What two spacecraft are part of NASA's latest effort to learn more about Mars? What are scientists attempting to find out about the Red Planet? How will the Polar Lander and the Climate Orbiter help scientists to retrieve the information they need? What planetary "first" will the Lander help to facilitate?

2. Why are scientists so interested in the possibility of the existence of life on Mars? Ask students if they think this is a worthwhile project, both in terms of time and effort as well as financially. Have students consult the websites below and other resources to learn more about NASA's missions to explore Mars. Discuss student findings. Ask: If you were a congressional representative, would you authorize funding of these projects? Direct each student to write a brief essay in response to this question and offer the rationale for his/her answer.

LINKS:
http://mars.jpl.nasa.gov/msp98/orbiter/
http://mars.jpl.nasa.gov/msp98/lander/
http://www.hq.nasa.gov/office/oss/mars.htm

EDITOR'S NOTE:
DNA
mitochondria
forensic science
Amelia Earhart
Mars
polar
probe
Deep Space 2

WORLDVIEW

Visions of Europe : Visions of Europe

1. According to the video, what are some of the things that make France what it is? What is the French attitude toward the Clinton-Lewinsky news? What are some of the attributes of the French Ministry of Culture that make it unique? What are some examples of legislation enacted to protect the French language?

2. Some French have attacked the mascot for McDonald's restaurants. What does he represent to these people? Do you understand this attitude? Do you sympathize with the French? Why or why not? The French have laws restricting the number of minutes that music with English lyrics can be played per hour. Why would such laws be created and enforced?

3. Ask your students to consider the following quote, "We don't want to dominate anyone else's culture. But, on the other hand, we want there to be more than just one cultural influence in our lives." Ask students to consider how cultural diversity is promoted in their own community or country.

4. The French have an Académie to preserve the superiority of their language and a well-funded

Ministry of Culture to preserve the French way of life. Ask each student to write an essay supporting or opposing the institution of such agencies in the United States.

LINKS:
http://cnn.com/WORLD/europe/9901/05/BC-EURO-FRENCH.reut/index.html
http://www.france.com/culture/
http://www.utm.edu/departments/french/french.html
http://www.culture.gouv.fr/cgi-bin/cookie-test-en
http://homer.louisville.edu/a-s/cml/french/frnchnws.html
http://www.frenchfashion.com/
http://lmc.einet.net/galaxy/Community/Culture/French.html

Political Front : Nicaragua Mines

1. In the video clip, what caused the death of the Nicaraguans being remembered? What is the "new" danger in the same area? What problems do the landmines pose for the Villanueva residents shown in the video? Why are landmines in this area? What is being done about them?

2. Why are the landmines, that were left from a civil war which ended in 1989, more problematic today that they were before Hurricane Mitch? Are the Nicaraguans' desires to go to the river and bush areas based on necessities or entertainment? Explain. The French have sent mining experts to help locate and remove landmines (3rd website below). What other technologies are being used to help locate the landmines?

3. Ask students to research other areas of the world where landmines threaten the lives of civilians. The last website below would be helpful for this research. After their research, discuss this issue in a large group. Some talking points could include Princess Diana's work in this area shortly before her death and the U.S. refusal to sign the United Nations Landmine Treaty because of landmine utility on the North Korean/South Korean border.

LINKS:
http://cnn.com/WORLD/americas/9812/24/AM-Christmas-Mitch.ap/index.html
http://cnn.com/US/9812/30/immigration.mitch/index.html
http://cnn.com/WEATHER/9811/06/mitch.01/
http://www.funkandwagnalls.com/
http://cnn.com/WORLD/africa/9809/16/un.landmines/index.html

Culture Watch : China Bikes

1. What make of motorcycle is the most popular in China? Where is that motorbike made? What features are typical of the Harley? With what kind of music are the bikes associated?

2. Why do so few Chinese own Harleys? What makes them so much more expensive in China than they are in the U. S.? What social class makes up the majority of the owners? What are some of the ways the bike popularity is demonstrated in China? Why do people want to own a Harley in China? In the U.S.?

3. Repeat, from the video, the following: In Beijing, according to the video, hundreds of Harley accessories are sold to customers "who have never had enough money to own one of the machines themselves." Discuss the motivations that these consumers have in making these purchases. Using other information from the video and the first website below, discuss whether the appeal of the Harley in Beijing would be different from the appeal of the Harley in Chicago.

LINKS:
http://cnn.com/US/9805/27/powerball.winners.check/index.html

http://www.harley-davidson.com
http://www.harley-davidson.com/locator/locate.asp

EDITOR'S NOTE:
culture
cliche
protectionism
haute cuisine
landmine
Hurricane Mitch
Beijing
import duty

NEWSROOM CHRONICLE

Andrew Johnson,
Part II : Andrew Johnson,
Part II

1. Describe how President Andrew Johnson's impeachment trial was "the hottest show in town." Why did President Johnson never attend his trial? Who presided? What was the charge against the president? Review the events that led up to President Johnson's impeachment. What happened to the law that President Johnson broke? Do you feel that this vindicates President Johnson or do you believe his impeachment was justified? State your rationale.

2. By what margin was President Johnson acquitted? Why did seven Republicans go against their own party and refuse to convict him? Who was Thaddeus Stevens? Why did he say, "The country is going to the devil" when the president was acquitted? In actuality, had President Johnson emerged from the impeachment unscathed? Explain.

3. Direct students to the first website below, to read the eyewitness account of the Senate vote on the fate of President Andrew Johnson. Remind students that eyewitness accounts were especially valuable at this time since there was no mass media aside from newspapers. Discuss how the modern media coverage of President Clinton's trial will offer a different perspective of this historical event. How will the modern media coverage make us all "eyewitnesses" to history?

4. How did the impeachment of Andrew Johnson impact American politics and history? Have students work in groups to learn more about the trial and the fate of those who played a major role in it. (Students will learn, for example, that in spite of his damaged presidency, Andrew Johnson was elected to the U.S. Senate after his term as president, and took his senate oath of office to great applause from his colleagues.) Have groups present their findings. Generate a class discussion about the individuals who suffered/prospered politically as a result of the trial. Discuss how the damaged presidency of Andrew Johnson paved the way for the Radical Republicans' brand of military Reconstruction of the South.

   EXTENSION: Military Reconstruction gave rise to a backlash of racism and segregation in the South. Assist students in learning about the southern response to Reconstruction. Generate a class discussion about what the history books might say today had Andrew Johnson been a "popular" president. If the relationship between Johnson and the Radical Republicans had been a positive one and the impeachment had never occurred, how might life have been different in the post-Civil War South?

LINKS:

http://www.ibiscom.com/john.htm
http://www.intellectualcapital.com/issues/98/0219/icsmart.asp

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EDITOR'S NOTE:
Salmon Chase
Thaddeus Stevens
lame duck
segregation
Martin Luther King, Jr.
George Wallace
Civil Rights Act
legacy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 8, 1999

Due to technical problems, today's program is not closed-captioned. We regret any inconvenience.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:10... 02:25
Top Story ... 06:20... 08:45
Teachers: Please preview this story for content.
U.S. Senators take an oath of impartiality as the trial of President Clinton formally begins.

U.S. and World Reactions ... 02:30... 11:15
Around the U.S. and around the world, the impeachment trial is playing to mixed reviews.

YOUR DAILY DESK ... 00:55... 12:10
Editor's Desk ... 02:15... 14:25
Jewish leaders try to rekindle commitment among those who no longer identify with their religious culture.

WORLDVIEW ... 00:25... 14:50
Visions of Europe ... 04:40... 19:30
Ireland looks forward to a unified Europe and economic prosperity.

Inside Africa ... 03:25... 22:55
Floods, drought and anarchy lead to the worst famine in Southern Somalia since 1992.

NEWSROOM CHRONICLE ... 00:35... 23:30
E-Mail ... 02:25... 25:55
In spite of its downsides, some experts see e-mail as the catalyst for a resurgence in writing.

Look Ahead ... 00:45... 26:40
Jan. 15th: Walter Cronkite Interview

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What kind of pledge did each senator make yesterday as President Clinton's impeachment trial began? Summarize the charges read from the articles of impeachment against him. Why do you think that Chief Justice William Rehnquist, the presiding official at this trial, was also sworn in? What did President Clinton do yesterday to indicate a sense of "business as usual?" How did his spokesman react to what was going on in the Capitol? Why is there uncertainty over what will happen next in the trial?

2. Review the events that have led to the impeachment of the president. On what occasions were President Clinton's answers to questions unclear? Would you characterize any of his answers as deceptive? Explain. Once President Clinton addressed the nation about the scandal, why were some still critical of him?

3. Do you think the voters were trying to send a message last November when the Democrats won five seats in the House? Explain. Do you think the senators should keep the results of this election in mind as they listen to the evidence or should their primary focus be the Constitution? Explain. Who is Tom DeLay? What has been his role in the impeachment of the president? Why did House members pass two of the four proposed Articles of Impeachment? In the video we hear that "President Clinton has enemies in Congress, some there despise him. But he brought all this on himself." Do you agree or disagree with this assessment? State your rationale.

4. Generate a class discussion centering on the formalities and ceremony surrounding this trial. Ask students why they think there is so much pomp and circumstance involved, and why there was a sense of real gravity throughout the initial proceedings. Discuss how an impeachment trial is a hybrid of legal and political procedures, different from other trials students may have seen. Then have students review news coverage of the trial's beginning. Have them use what they have learned, combined with their own thoughts, to write brief accounts of the day's events that they would like their grandchildren to read someday. Have each student share his/her account with the class.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/07/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/07/history.dessauer/
http://cnn.com/ALLPOLITICS/stories/1999/01/07/senate.tic.toc/

U.S. and World Reactions : U.S. and World Reactions

1. According to the video, how is the impeachment trial playing out to the American people? Summarize some of the differing opinions heard in the video. Do you agree with any of the views you heard? Explain.

2. How would you describe reaction to the trial outside the U.S.? Why are some international media in a state of "disbelief" over the trial? How could the trial have an impact on international events?

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/clinton_scandal/

EDITOR'S NOTE:
articles of impeachment
obstruction of justice
perjury
summons
contrite
partisanship
pundit

censure

YOUR DAILY DESK

Editor's Desk : Jewish Outreach

1. How many Jews are in the U.S.? How many of those do not identify with Judaism? What is the language of Judaism? Why do you think learning the language will help students strengthen their religion? What else are Jewish leaders doing to promote Jewish awareness? According to the video, what factors are responsible for the decline in the numbers of people who identify themselves as Jews?

2. Have small groups of students go on a cyber-scavenger hunt to learn more about Judaism. Using the links listed below, challenge groups to find the answers to these questions and share them with the class: (1)What is Judaism? When did it start? (2)What is a bat mitzvah, a bar mitzvah? (3)Where is Israel? What is Israel to the Jews of the world? (4)What is the Hebrew language? How does it tie together Jewish people around the world? What is the Yiddish language? (5)What are some major Jewish holidays? What are the customs surrounding those holidays. Which Jewish holidays are similar to holidays observed by other cultures and religions?

LINKS:
http://philo.ucdavis.edu/~bruce/RST23/gloss.html
http://philo.ucdavis.edu/~bruce/RST23/chart.html
http://ucsu.colorado.edu/~jsu/launcher.html
http://www.jta.org/sep98/23-yout.htm
http://www.njop.org/

EDITOR'S NOTE:
interfaith marriage
continuity crisis
assimilation
religious identity
Hebrew
"Birthright Israel"
Benjamin Netanyahu
philanthropists

WORLDVIEW

Visions of Europe : Visions of Europe

1. What is the traditional image of Ireland as shown in the video? How did U.S. President Clinton make history with Irish Prime Minister Ahern? Where does Ireland rank in software exports? Why do economists think the adoption of a single European currency will help Ireland's economy? Why do you think Irish people are returning to their native country?

2. Divide the class into three groups to prepare brief reports on Ireland. Using the media center or the Internet: Have one group report on the government--how it is structured, its capital, and the nature of the civil struggle between North Ireland and Ireland. Have one group report on the history of emigration from Ireland, its causes, and where the emigrants went. Have the third group find examples of Irish culture and art, movies, books, and music. Let the groups report their findings

and lead a class discussion about where the Irish might find themselves in the next millennium.

LINKS:
http://www.browseireland.com/
http://www.iol.ie/~discover/welcome.htm
http://slarti.ucd.ie/maps/ireland.html
http://www.kerna.ie/nifc/

Inside Africa : Somalia Famine Warning

1. How many people died of famine in Somalia in 1992? List some signs in the video that prove a famine is occurring again. What is the UN doing about the crisis? On what does the woman in the video blame the crisis? What do you think will happen if the world waits to help?

2. Using the Internet, have students select a topic to research about Somalia, write a report or draw an illustration, to be compiled into a booklet on the country. You might suggest topics such as maps of Somalia, a brief history, the political situation, the languages of Somalia, examples of the country's art (textile, baskets, literature), environmental issues, Somalia's industries and village life.

LINKS:
http://members.tripod.com/~sepado/
http://www.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/somalia.htm
http://www.cs.indiana.edu/hyplan/dmulholl/somalia/somalia.html

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EDITOR'S NOTE:
Celtic Tiger
Bertie Ahern
digital
Industrial Revolution
subsidy
famine
sorghum
drought

NEWSROOM CHRONICLE

E-Mail : E-Mail

1. What is e-mail? According to the video, what is the upside of e-mail? Explain some of the advantages of e-mail. Why are some historians worried about the proliferation of e-mail? Why are those who care about correct grammar and spelling concerned about the use of e-mail?

2. What evidence is there that letter writing is experiencing renewed popularity? Why do some claim that e-mail is playing a role in this resurgence?

3. Encourage students to actively engage in written communication, via letter or e-mail, with pen pals. Assist students in searching the Internet for global pen pals and have them provide others with a cyber-sense of what life is like for students in your community -OR- Have students consult community residents who have family and friends outside the U.S. and begin writing letters to them.

4. Generate a class discussion about the pros and cons of e-mail. Ask students to consider, if most people begin communicating electronically, how history and culture could be affected both positively and negatively. Then have each student prepare and deliver a brief speech advocating either letters or e-mail as the preferred method of written communication.

LINKS:
http://www.stachsw.cz/kppc/default.htm
http://www.luc.edu/romecenter/Rinaldos/letters.html
http://cartalk.cars.com/Mail/Letters/11-14-97/1.html

EDITOR'S NOTE:
e-mail
revision
communication
writing skills
grammar
relationship
typos
permanence

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 11, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 06:10... 08:25
House managers and White House lawyers prepare for the trial of President Clinton in the Senate.

YOUR DAILY DESK ... 00:45... 09:10
Environment Desk ... 02:20... 11:30
Scientists say that penguins in peril are symptomatic of a planet in trouble.

WORLDVIEW ... 00:35... 12:05
Visions of Europe ... 05:20... 17:25
Symbols of Europe echo a cooperative sentiment in the Alsace region.

Inside Asia ... 03:50... 21:15
Museums and photographs chronicle atrocities of war against the Chinese people.

NEWSROOM CHRONICLE ... 00:35... 21:50
Churchill, Part I ... 05:00... 26:50
The town of Churchill on the Hudson Bay survives thanks to tourism and native culture.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What is the timetable for this week's impeachment proceedings on Capitol Hill? What is a "motion to dismiss"? Why do President Clinton's attorneys want the Senate to grant this motion? What is the job of the House managers? Why do they want to be able to call witnesses to testify before the Senate? Who are some witnesses they would be likely to call?

2. How is the issue of witnesses playing in the Senate? What are other signs that the spirit of bipartisanship may be a "quickly passing phase"? What is the deadline for House managers to present their written summary and motions? Explain how the rules of the Senate are different from those of the House, and how this could change the way the case is presented in the Senate.

3. What does acquittal mean? Why do White House lawyers believe they have a good argument for acquittal of the president? Why do some Democrats (and Republicans) want the president to postpone his State of the Union speech scheduled for January 19th? Why do others, like Senate Minority Leader Tom Daschle, believe President Clinton should deliver the speech as scheduled? With whom do you agree? Why?

4. How would you describe the impeachment debate that took place among members of the House Judiciary Committee? Why has the procedure so far been a "solemn" one in the Senate? Do you think it will stay that way? Explain.

5. Ask students to describe the way they think voters feel about this impeachment trial. Do they agree with CNN's Bruce Morton when he says, "The voters are saying, get it over with, move on" or do they think many voters are interested in the proceedings? Assist the class in creating a survey instrument to be used to gauge the "impeachment pulse" of voters in your area. (NOTE: This might be a good time to discuss the issue of "bias" in poll questioning, and help students learn how to spot biased questions.) As a class, brainstorm a list of unbiased survey questions and answers ("yes" or "no," "Strongly agree/agree/disagree/strongly disagree/no opinion") aimed at determining public sentiment about the impeachment of President Clinton. Edit and compile survey questions, decide on a method of polling (e.g., telephone, personal interview), determine how subjects will be chosen for the survey, and determine how many subjects will be surveyed. Have each student or group of students secure the predetermined number of interviews, then reconvene the class and assist students in collating the data. Have the class publish its findings in the school newspaper.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/10/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/08/impeachment.01/#6
http://cnn.com/ALLPOLITICS/stories/1999/01/08/impeachment.01/
http://jurist.law.pitt.edu/rules.htm
http://www.pbs.org/newshour/impeachment/timeline/index.html

EDITOR'S NOTE:
bipartisan
impartial justice
rebuttal
acquittal
perjury
solemnity
high crimes and misdemeanors
treason

YOUR DAILY DESK

Environment Desk : Imperiled Penguins

1. According to the video, what are the probable causes for the decline in penguin populations? Which of these do you think impact the penguins directly? Indirectly? Of the seventeen known species of penguins, how many are endangered? What characteristics of penguins do you think make them so "likeable"?

2. Where do most penguins live? Why is this an indication that "environmental dangers reach just about everywhere?" How do you think living in captivity will impact the penguins? What would you predict to be the short-term and long-term effects of this living arrangement?

3. What steps does the story recommend humans take to "make a difference?" The Endangered Species Act requires the Secretaries of the Interior and of Commerce to put together a team of science specialists to develop and implement recovery plans for threatened and endangered species in the US. Simulate this process with your students by having them form a recovery plan committee. First, form small groups or subcommittees to research causal factors of the penguin's endangerment such as oil spills, overfishing, and thermal pollution. Have each group report its findings. As a class, create a multistep five-year strategy to revitalize penguin populations. If you need examples of what such a plan might look like, have students examine rehabilitation plans for other animal species using the websites below or current print media. When your plan is completed, encourage your class to share it with the U.S. Fish and Wildlife Service via traditional mail or e-mail.

LINKS:
http://www.fws.gov/r9endspp/esasum.html#Recovery
http://www.fws.gov/r9endspp/fr95580.html
http://kingfish.ssp.nmfs.gov/tmcintyr/main/recovery.html

EDITOR'S NOTE:
recovery
habitat
greenhouse gases
global warming
El Nino
extinct
endangered
coastal development

WORLDVIEW

Visions of Europe : Visions of Europe

1. Locate the Alsace region on a map. What countries border this region? How do the majority of people in Alsace feel about European unification? Why? What is centralization? Why does having a single national currency lead to centralization? What is nationalism? Why do some members of the European Union parliament hope to see a weakening of nationalism in Europe?

2. Why do national borders exist? How have technological advances during the last several decades altered the meaning and significance of national borders in Europe? How will instituting the euro promote European unification? Do you think the economic unification of Switzerland, Germany and France in the Alsace region is an accurate gauge for the success of European unification? Explain.

3. Refer to the second website to obtain information about the 10 institutions of the European Union. Divide your class into 10 groups. Have each group prepare a presentation about one of these institutions and its role in promoting European unification.

LINKS:
http://europa.eu.int/
http://europa.eu.int/inst-en.htm#council
http://cnn.com/cnnfn/specials/euro/
http://www.visit-alsace.com/us/index.html
http://frenchculture.miningco.com/msub10.htm

Inside Asia : China War Atrocities

1. Describe the appearance of the Chinese city seen in the video today. What happened here in 1946? What is the subject of the museums? What was Unit 731?

2. Why is the subject of the Chinese museums controversial? Why are there such museums today? How do the Japanese feel about these museums? In November Chinese President Jiang Zemin visited Japan and expressed his hope that the Japanese would sign a written apology to the Chinese. (They have done so with Korea.) When making a speech including this thought, the Chinese leader was heckled by Japanese students protesting China's human rights record. What violations of human rights has China allegedly committed? Have students investigate using online and other resources and share their findings. Discuss whether the Japanese students were justified in their reaction to President Jiang's request.

3. Discuss with your students the value in confronting and remembering the atrocities of war. Ask students to research other examples of museums to atrocities, such as the Holocaust Museum in Washington D.C. (and similar museums in other major cities), Auschwitz and the concentration camps of Europe and the Anne Frank House. These museums, when opened, were controversial. For example, many German people felt that spotlighting events in which they were stereotyped as villains produced more unfavorable attitudes than positive learning experiences. Have each group report on one chosen site and discuss what can be learned from remembering the tragedy associated with it.

4. President Reagan apologized to the Japanese Americans sent to internment camps during World War II. The survivors were also compensated. Generate a class discussion about the value of an apology as a gesture toward a group of people and whether mass apologies promote healing or division. Should the Japanese apologize to the Chinese and/or compensate their descendants? Should the United States government apologize to descendants of African-American slaves for the suffering and oppression experienced by the slaves? In your opinion, how much responsibility, if any, do those living today bear for the wrongs created by their ancestors?

LINKS:
http://cnn.com/WORLD/asiapcf/9811/28/jiang.japan/index.html
http://cnn.com/WORLD/asiapcf/9811/26/japan.china.02/
http://cnn.com/WORLD/9708/29/japan/
http://www.geocities.com/CapitolHill/8533/apology.html
http://www.pathfinder.com/@@RIDR6wcAdgN49IzX/asiaweek/97/0314/nat3.html
http://cnn.com/WORLD/asiapcf/9812/10/PM-UN-China-Dissidents.ap/index.html
http://www.richmond.edu/~ed344/filamentality/holocaust.html

EDITOR'S NOTE:
Alsace
centralization
nationalism
pro-Europe
Sino-Japanese War
atrocities
plague
germ warfare

NEWSROOM CHRONICLE

Churchill, Part I : Churchill, Part I

1. Where is the town of Churchill located? Why is it "almost inhabitable to human life"? When did Europeans first travel to this area? What happened to the first European settlement there? How did Britain's King Charles II help promote trade in this region? When explorers returned to the region in 1689, with whom did they trade? What goods were exchanged between the Hudson Bay Company and the aboriginal tribes?

2. Explain how the geography of this region has enabled the three aboriginal cultures to flourish. What kinds of cultural products do the modern-day tribesmen produce? What does their art say about their cultures? How have modern inventions improved the production process?

3. In the video we learn that tourism has become the mainstay of Churchill's economy. Challenge groups of students to create travel posters highlighting the history, culture, and attractions of Churchill. The websites below should be of assistance. Post group work around the classroom.

LINKS:
http://www.gov.mb.ca/chc/archives/hbca/about/the-bay.html
http://www.solutions.net/aqualand/churchil.html
http://cityguide.lycos.com/canada/prairie/ChurchillMB.html
http://www.aurora-inn.mb.ca/

EDITOR'S NOTE:
Manitoba
Churchill
aboriginal
Hudson Bay Company
scurvy
artisan
family values
quality control

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 12, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:10... 02:25
Top Story ... 04:05... 06:30
The prosecution and the defense submit their summaries in the impeachment case against President Clinton.

YOUR DAILY DESK ... 00:55... 07:25
Health Desk ... 02:20... 09:45
Health experts say that Attention Deficit Hyperactivity Disorder is a serious problem that can be successfully treated.

Look Ahead ... 00:35... 10:20
January 21st: Backpack Pain!

WORLDVIEW ... 00:15... 10:35
Visions of Europe ... 04:20... 14:55
Italian authorities try to stem the tide of illegal immigration.

Inside Russia ... 04:05... 19:00
-Trying to figure out who is the most needy is not easy in today's Russia.
-Domestic industries are the winners in Russia's economic crisis.

Wild Kingdom ... 01:40... 20:40
Conservationists press Parliament to protect British bats, bees, and buntings.

NEWSROOM CHRONICLE ... 00:30... 21:10
Andrew Johnson Descendant ... 02:00... 23:10
A descendant of President Andrew Johnson offers his views on impeachment.

Churchill,
Part II ... 03:20... 26:30
Growing up in the small, remote town of Churchill has its ups and downs.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What is a summons? Why did the U.S. Senate issue a summons to President Clinton? Summarize the response from President Clinton's attorneys. What is a motion? Why did the White House defense team choose not to file any pretrial motions? Why, in spite of the polls and the Senate's unanimous vote on terms of the trial, is the White House still concerned about the upcoming proceedings? Discuss why it is to the president's advantage to have a quick trial.

2. What is a rebuttal? What is a legal brief? Summarize the major points of the House managers' brief in this case. According to the prosecution, what is the focus of this case? In their brief, the House managers conclude that "the effect of the president's misconduct has been devastating." Do you agree or disagree with their assessment? Explain. Who will be the chief prosecutor in this case? How does he feel about the prosecution's ability to make its case? Explain.

3. Ask students how they would explain the main points of each side's argument in this case. Then group students. Have them consult the websites below for the text of the White House response to the summons as well as the House managers' summary. Allow groups ample time to read the material. If possible, have a local attorney read both documents and answer students' questions surrounding them. Then challenge each group to present a role-play where 2 members of the group are selected to deliver a brief (2-3 minute) speech outlining the prosecution's and defense's points in everyday terms.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/11/clinton.response/
http://cnn.com/ALLPOLITICS/stories/1999/01/11/house.memo/

EDITOR'S NOTE:
summons
high crimes and misdemeanors
motions
expeditious
brief
tamper
rebuttal
lawsuit

YOUR DAILY DESK

Health Desk : Health Desk

1. What are the symptoms of ADHD? How is ADHD treated? Why is the treatment for ADHD controversial? How many prescriptions of Ritalin were issued this year? Why is it that ADHD wasn't as widely known twenty years ago?

2. Why is it important that ADHD be diagnosed by a medical professional? How do you think ADHD kids feel about having the disorder and taking medication? Why? Why do you think that extreme cases of ADHD can lead to teenage pregnancy and criminal behavior? Why does ADHD cost school systems so much money? Why is it important to understand ADHD?

3. Prior to beginning the activity inform students that according to the National Association for Attention Deficit Disorder about one in every twenty people have ADHD, so chances are they know someone with ADHD or may themselves carry the disorder. Direct students to reflect upon

the Newsroom video and their knowledge of ADHD. Have students generate a list of questions about the physiological, psychological, social, and behavioral aspects of ADHD that would help them to better understand the disorder. Divide your class into four groups. Using multimedia resources, help each group prepare a presentation about either the characteristics of ADHD, the use of stimulant medication, behavior-change programs, or how ADHD can affect a person's self-esteem and relationships with family, friends, and teachers. Following the group presentations have students discuss the answers to their lists of questions.

LINKS:
http://www.add.org/index.html
http://www.selfgrowth.com/add.html
http://borntoexplore.org/
http://www.nimh.nih.gov/publicat/adhd.htm
http://www.mayohealth.org/mayo/9610/htm/adhd.htm

EDITOR'S NOTE:
ADHD
learning disability
Ritalin
NIH

WORLDVIEW

Visions of Europe : Visions of Europe

1. Why are the police awakening the sleeping passengers in the video? From what country have the people come? What will become of these people? Why is Italy a prime target for the immigrants from Asia and Africa?

2. Why do people want to come to Europe, especially Italy, from Pakistan, Morocco, Senegal, and Iraq? Who offers the new immigrants sympathy and help? What jobs do the new immigrants fill? Why has Italy's problem become a European problem? (See the explanation of Schengen Treaty in first website below.)

3. Ask students to investigate their country's immigration policy. Set up a role-playing lesson. Several students will apply for visas based upon employability, family relationships, economic needs, and political asylum. Assign the student "immigrants" different countries of origin. Discuss immigration quotas and policy whereby certain countries and conditions of application get preferential treatment. Ask students, in small groups, to assign the classifications of immigrants preferential status, numerically. Have each small group present its numerical list, defending its preferential rankings. Process the differences in group reports within a total class discussion. Summarize the activity by comparing their decision-making problems with those faced by their government (in the U.S., the Immigration and Naturalization Service.)

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1997/schengen/newsid_14000/14602.stm
http://www.ins.usdoj.gov/stats/annual/fy96/979.html
http://www.ins.usdoj.gov/stats/annual/fy96/980.html
http://www.ins.usdoj.gov/index.html

Inside Russia : Russian Economic Crisis

1. What is the greatest need of the people seen in the video? Why is the man in the video who wants to eat ineligible for charity? Why is it ironic that his "pension" is the reason he is denied food?

2. Why hasn't the U.S. emergency food aid offered in November arrived? What other fears abound now as a result of there being more hungry Russians?

3. What businesses have benefited as a result of Russia's economic problems? Why? Explain why imports are so expensive in Moscow. How has the situation benefited domestic industries, even those with outdated equipment? Why has the management of the egg factory chosen to hire women rather than men?

4. Discuss the plight of the hungry Russians. ". . we shall have the deaths of thousands of people. ." Relate this story to that of economic hardship and starvation in other parts of the world. Ask students to share personal awareness of hunger or great need. Generate class discussion of volunteerism and ways in which your students are involved in service activities. The last two websites include activity suggestions for your class as a whole or for individual students.

LINKS:
http://cnn.com/WORLD/americas/9812/30/BC-UN-FOOD-EMERGENCIES.reut/index.html
http://dailynews.yahoo.com/headlines/en/story.html?s=v/nm/19990104/en/culture-russia_1.html
http://www.sunday-times.co.uk/news/pages/tim/98/10/17/timfgnrus01001.html?2464859
http://ndim.com/www/bisine_e.html
http://cnn.com/US/9811/01/gifts.to.charity/
http://www.unicef.org/voy/
http://www.redcross.org/youth/index.html

Wild Kingdom : Britain's Wildlife

1. According to the video, what are some of the animals that face possible extinction in Great Britain? What activity threatens the corn bunting? What is needed to protect these endangered species?

2. Ask students to research the endangered species in their area. The last website below may be helpful. Check on local regulations/policies/activities that support the protection of these species. Ask a local member of the Audubon Society or a representative of the Fish and Wildlife Service to address the class about the local endangered species and ways in which students could help protect them.

LINKS:
http://dialspace.dial.pipex.com/town/avenue/oc20/index3.html
http://www.bats.org.uk/
http://www.bou.org.uk/
http://cnn.com/TECH/science/9812/22/endangered.anniversary/TMP914357021.htm
http://eelink.net/EndSpp/Endangered.html

EDITOR'S NOTE:
amnesty
asylum
Kurds
visa
pension
ruble
millennium
extinction

BEST COPY AVAILABLE

NEWSROOM CHRONICLE

Andrew Johnson Descendant : Andrew Johnson Descendant

1. Who is Thomas Colt? Why do the current events in Washington, D.C., hold a special significance for him? Where does he live? What does he do for a living? Explain why his life has suddenly become hectic.

2. How does Mr. Colt feel about the Republican Party? Why do you think he feels this way? What parallels does he point out between his great-great-great grandfather and Bill Clinton? According to the video, what is one major difference between Andrew Johnson's situation and that of Bill Clinton?

3. Ask students if they know of any of their ancestors who are famous in history. Ask for volunteers to relate what they know of these individuals. Discuss how life might change for the students if they suddenly became the center of a media focus on their famous family members.

4. Direct students to use online and other resources to learn more about the impeachment of President Andrew Johnson and the Senate vote that resulted in his acquittal. Share student findings in class discussion. Then have each student act as Andrew Johnson and write a letter that President Johnson might have written to his descendants, including Thomas Colt, explaining what happened and how he felt throughout the impeachment process. Have students share their efforts.

   EXTENSION: Who was Thaddeus Stevens? What was his role in the impeachment of Andrew Johnson? How did he feel when the president was acquitted? In class discussion have students consider the other side of this story: How might Thaddeus Stevens' descendants feel about the their famous relative and his role in the first impeachment trial? Discuss how history is often shaped by the perspective of the person telling the story.

LINKS:
http://cnn.com/US/9901/11/johnson.descendant/
http://cnn.com/ALLPOLITICS/time/1998/12/15/johnson.html

Churchill, Part II : Churchill, Part II

1. Locate the town of Churchill, Manitoba, on a map. Why do you think Churchill is sparsely populated? How many students attend Duke of Marlboro High School? What are some of the positives and negatives of growing up and going to school in Churchill? How do educators compensate for classes that they cannot offer at the high school? What problems do they sometimes encounter with the technology?

2. How has a lack of creative outlets caused problems for the town of Churchill? What do students blame for some of the problems? How has the community responded to the issue?

3. Ask students if they would think that living in Churchill would be a positive experience. Then direct them to conduct research to learn more about Churchill's natural beauty and culture, as well as some problems experienced by isolated towns like Churchill. The websites below should be of assistance. Have students share their findings and discuss the pros and cons of growing up in Churchill. Then have each student write an essay as they complete the sentence "I would/would not like to live in Churchill because..."

LINKS:
http://www.weatherpost.com/cities/yyq.htm
http://www.villagedoctor.com/churchill/
http://www.onlineclass.com/NAQ/arctic.html
http://www.naturenorth.com/front.html
http://www.inac.gc.ca/pubs/information/info70.html

EDITOR'S NOTE:
Andrew Johnson
descendant
opinionated
humble
isolation
video conference
vandalism
ATV

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 13, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
As the president's trial nears, the war of words escalates between the White House and the prosecution.

In the Headlines ... 00:40... 06:55
MICHAEL JORDAN TO RETIRE

YOUR DAILY DESK ... 00:45... 07:40
Business Desk ... 01:35... 09:15
Amazon.com is one of many Internet stocks that has investors thinking "gold rush" in cyberspace.

Business Desk Extra ... 02:20... 11:35
The business world wonders what life will be like without Mike.

WORLDVIEW ... 00:50... 12:25
Visions of Europe ... 03:05... 15:30
Joining the European Union poses new threats to Eastern Europe's environment.

Did You Know? ... 02:15... 17:45
An Englishwoman's grave becomes a popular tourist stop in India.

Information Please ... 04:25... 22:10
As technology becomes a staple of modern life, British lighthouse keepers are being replaced by computers.

NEWSROOM CHRONICLE ... 01:10... 23:20
Jordan Retires ... 03:15... 26:35
Sports fans will find it hard to say goodbye to "His Airness."

CNN NEWSROOM CLOSE ... 01.25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. How did House Judiciary Committee Chair Henry Hyde react to the White House charge that the House managers' brief "reads like a cheap mystery"? Do you think this was an appropriate statement for the White House Press Secretary Joe Lockhart to make? State your rationale.

2. What are the House managers doing to prepare for the president's trial? Explain how the managers are trying to "tailor the evidence" for presentation to the Senate. Why are House managers revisiting evidence from the Paula Jones case? In the video we are told that the House prosecutors believe that "if Mr. Clinton is not convicted, it will be almost impossible to impeach future presidents for misconduct." Do you agree or disagree with this statement? Explain.

3. Ask students to consider the reasons why the White House is escalating its attack on the House prosecutors. In students' opinions, is this a good strategy? Challenge students, working in groups, to come up with a White House media strategy as the trial nears. Tell groups to pretend that they are advisors to the president and that they have been charged with producing a recommendation on a media strategy. Groups will want to consider the pros and cons of an aggressive defense, an "attack dog" mode, a contrite presidential address, "staying above the fray," and any other options they wish to explore. Give each group ample time to discuss the possibilities and devise a strategy. Have each group present its recommendations to the class. Could any of these strategies backfire? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/12/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/12/jackson.witnesses/

EDITOR'S NOTE:
obstruction of justice
hyperbole
hypothesis
Henry Hyde
Asa Hutchinson
George Gekas
rebuttal
brief

YOUR DAILY DESK

Business Desk : The "Wal-Mart of the Web"

1. What is Amazon.com? What kinds of products are sold on this site? Explain how Amazon CEO and founder Jeffrey Bezos has capitalized on "the most precious commodity of the late 20th Century" to make a fortune on the Internet. Why does the video refer to his company as "the Wal-Mart of the web"?

2. In the video we are told that in spite of its healthy stock performance, Amazon.com does not make money. What, then is driving the price of this stock? What are some other Internet stocks that have been performing well? Why do you think investors have so much faith in companies like Amazon.com?

3. Financial advisors often warn individuals to exercise caution when considering an Internet stock investment, because of the volatility of these stocks. Generate a class discussion about the financial definition of volatility, and what makes some stocks high-risk. Why are so many investors willing to put their money behind volatile Internet stocks? Ask students to consider whether they would do the same. Divide the class into groups and tell each group that it has just

"inherited" $10,000 on condition that it be invested for their college education. Have them consult online and print resources to determine recent stock performance and reviews for some Internet stocks, then choose one and decide whether or not to invest their money in it. Allow groups to secure outside opinions, if they would like, of local stockbrokers and online/print resources. Have each group discuss its decision and rationale with the class.

LINKS:
http://www.internetnews.com/stocks/
http://isdex.yahoo.com/isdex/
http://www.cnnfn.com/digitaljam/9901/12/experts/
http://www.cnnfn.com/markets/9901/12/stockswatch/index.htm
http://www.usatoday.com/life/cyber/tech/ctd838.htm
http://www.techweb.com/wire/story/TWB19971212S0004

Business Desk Extra : Business Desk Extra

1. How are people in Chicago reacting to news of Michael Jordan's retirement announcement? What has Michael Jordan done for the Chicago Bulls, both as a team and as a business? How has his career been a boon to the NBA? According to the video, what is the only business putting a positive spin on his retirement? Why?

2. Refer students back to the "ripple effects" of Michael Jordan's retirement that are mentioned in the video. Point out the example of Nike stock falling 4% on news of Mr. Jordan's decision. Then, as a class, brainstorm a list of products Michael Jordan endorses and businesses that are likely to be affected by his retirement (e.g., Chicago Bulls ticket sales, NBA merchandise). Write the list on the board. Generate a class discussion on the short- and long-term effects of Michael Jordan's retirement on each of these. Have small groups of students follow one or more of these businesses over the coming months to determine whether their predictions were accurate.

LINKS:
http://www.cnnfn.com/hotstories/bizbuzz/9901/12/jordan/
http://www.wansports.com/wansports1746.html

EDITOR'S NOTE:
volatility
Internet stocks
investor
momentum
Michael Jordan
NBA
Michigan Avenue
retailers

WORLDVIEW

Visions of Europe : Visions of Europe

1. Which countries comprise Eastern Europe? Define communism and capitalism. What are natural resources? What environmental dammage occured in Eastern Europe during the communist era? Why did the environment in many rural regions of Eastern Europe thrive under communism?

2. Why does the lifestyle of Western, capitalistic nations jeopardize the environment and the world's

natural resources? How might Eastern Europe's participation in the European Union impact the environment in Eastern Europe?

3. Have students refer to the first four websites to investigate the factors that jeopardize the natural resources in Eastern Europe. Divide your class into groups to prepare a presentation about an environmental issue and its impact on natural resources. Direct each group to identify the efforts being taken by Western nations to address the environmental issue. Discuss how individuals would be affected by the depletion of natural resources. As a class, consider whether the environmental standards of Western nations are adequate, and if these environmental standards should be used as a gauge for establishing environmental policy in Eastern Europe. Discuss whether capitalistic nations could prosper without exploiting the world's natural resources.

LINKS:
http://www.worldwildlife.org/
http://goan.com/envm.html
http://www.epa.gov/
http://iucn.org/index.html
http://www.seps.sk/zp/iucn/eng/projekty/econet/index.htm
http://europa.eu.int/

Did You Know? : India Cemetery

1. Why was Eleanor May buried in this particular spot? How did she die? What is the Taj Mahal? For what purpose was it built? Who had the Taj Mahal built? Why is it a popular tourist destination?

2. What is the relationship of the Taj Mahal to Eleanor May's grave? The Taj Mahal has been called the most beautiful temple in the world, the Seventh Wonder of the World. Do you find the spot where Eleanor May lies, as shown in the video, pretty? Why did Eleanor May like this spot? Why would tourists come to visit her grave? There is a popular picture of the late Princes Diana of Wales taken in front of the Taj Mahal soon after her separation from Prince Charles. Why did many people find the setting of this particular picture at this time in Princess Diana's life touching?

3. Show your students pictures of the Taj Mahal. See the websites below. Ask students to construct a graphic organizer, comparing and contrasting the burial sites of Eleanor May and the Mumtaz Mahal, a Muslim Persian princess, the second wife of the Mogul emperor, Shah Jahan . They should include site, cost, appearance, location, and relationships of people involved.

LINKS:
http://rubens.anu.edu.au/student.projects/tajmahal/home.html
http://www.angelfire.com/in/myindia/tajmahal.html
http://www.demon.co.uk/kdm/taj.html

Information Please : Britain's Lighthouses

1. What four-century tradition in Great Britain came to an end recently? When did Tristan Sturley decide that he wanted to be a lighthouse keeper? How do he and the other lighthouse keepers feel about the change? What advantages are there for the government in making the change to computer-operated lighthouses?

2. Would you want to be a lighthouse keeper? Why or why not? Is there any value in continuing to do something in a manner than might be considered obsolete but which upholds a tradition? Can you think of a tradition that is carried on for tradition's sake? Why have lighthouses been a popular subject of art, poetry, and literature?

3. Ask students to write classified ads for a lighthouse keeper, indicating the qualifications and desired characteristics for the job. As an option, students could create resumes for the position of lighthouse keeper, indicating the qualifications for the position.

4. Direct each student to research a lighthouse, local or distant, contemporary or historical. You might point out that one of the Seven Wonders of the Ancient World was the Pharos of Alexandria, which was built in the third century B.C. by the Egyptian Emperor Ptolemy. Have students share their findings and relate any special stories associated with their lighthouses or their keepers.

LINKS:
http://www.maine.com/lights/orgs.htm
http://www.btinternet.com/~k.trethewey/

EDITOR'S NOTE:
Iron Curtain
communism
acid rain
capitalism
Taj Mahal
cholera
serenity
lighthouse keeper

NEWSROOM CHRONICLE

Jordan Retires : Jordan Retires

1. According to CNN's Jim Huber, how was Michael Jordan "one of the most complete and yet flawed athletic creations in this planet's history"? In which sports was he an "average" player? How would you define his presence on and off the basketball court? What are some of his professional accomplishments? What aspects of his life remind us that he is also a human being?

2. Tell students to pretend they have just been awarded the first exclusive interview with Michael Jordan immediately after he makes his announcement today. What would they want to know about his career, personality and life? What would they want to ask him? Have students consult the Internet and other resources to conduct research about the personal and professional Michael Jordan and share their findings. Then have each student write a series of questions he/she would ask in the interview. Have students share their questions.

3. Ask students: Suppose you could nominate someone for Athlete of the Millennium. Who would you choose, and why? Many have called Michael Jordan the greatest basketball player of all time. Would he be a popular choice? What other talented individuals, male and female, might you consider? Give students time to think about their nominees, then direct each to conduct research and use the information to create a poster "nominating" that athlete for the title. Display student posters around the classroom, then have other classes review the exhibit and vote for the "Athlete of the Millennium." Announce the winner.

LINKS:
http://cnnsi.com/basketball/nba/news/1999/01/11/jordan_retirement/
http://cnnsi.com/basketball/nba/players/Michael.Jordan/index.html
http://chicagotribune.com/sports/bulls/
http://jordan.sportsline.com/

EDITOR'S NOTE:
Chicago Bulls
Magic Johnson
Larry Bird
theatrics
Bill Russell
"a natural"
superhero
retire

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CNN NEWSROOM Guide

January 14, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:30... 01:45
Top Story ... 04:15... 06:00
TEACHERS: Please preview today's Top Story for content.
Beginning today, the U.S. Senate becomes the setting for the second impeachment trial in history.

YOUR DAILY DESK ... 00:30... 06:30
Science Desk ... 02:50... 09:20
Science fiction often provides the spark of an idea for science reality.

WORLDVIEW ... 00:25... 09:45
Visions of Europe ... 04:30... 14:15
The composition and role of NATO has changed since its inception 50 years ago.

Inside Africa ... 03:35... 17:50
The World Council of Churches meets in Africa, where Christianity is growing faster than anywhere else.

NEWSROOM CHRONICLE ... 00:45... 18:35
Father/Son Vietnam Trip ... 06:45... 25:20
Jason Bellini accompanies his father on an emotional return to Vietnam.

Jordan Retirement Reactions ... 01:05... 26:25
Teens react to Michael Jordan's announcement that he is retiring.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What kind of "tips" are senators getting regarding standards for conduct in the impeachment trial? Why do you think it is necessary for them to adhere to these rules? How is the Senate also promoting the image that it can continue to address the regular legislative business at the same time it is conducting the trial?

2. Some Democratic senators are looking forward to and talking about what will happen after the president is acquitted. Do you think they should be discussing life after acquittal? Why/ why not?

3. What are President Clinton's thoughts on his impeachment trial? What is the basis for the arguments in the White House brief sent to the Senate yesterday? Why does the former White House counsel interviewed in the video disagree with this line of reasoning? Why is the president's legal team warning the House managers not to call witnesses? How could this strategy backfire on the president?

4. In the video we are told that White House lawyers are also warning that removing Mr. Clinton from office would forever alter the delicate constitutional balance of governmental power-- and lead to a "quasi-parliamentary system" in the United States. Read this sentence to the class and challenge students to research parliamentary political systems (Great Britain is a good example of one) and share their findings with the class. Then refer students back to their texts and other resources to refresh their memory about the constitutional checks and balances in the U.S. political system. Generate a class discussion about the White House charge that a conviction would lead to a "quasi-parliamentary system" in the U.S. Do students agree or disagree?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/13/clinton.transcript/
http://cnn.com/ALLPOLITICS/stories/1999/01/13/impeach/

EDITOR'S NOTE:
decorum
defendant
Mr. Chief Justice
compartmentalize
discovery
deposition
acquittal
parliamentary system

YOUR DAILY DESK

Science Desk : Science Fiction and Reality

1. How would you describe the relationship between science fiction and science reality as they are presented in this story? How well do you think science "fiction and reality meet in space"? How are the constraints placed on a NASA research and development scientist and a science fiction writer similar and different? Which of the two do you think would find it easier to conceive of original technological solutions to futuristic problems? Why?

2. Do you think people still need "some means to accept ideas about the future and the possibilities of space development" as Vincent Di Fate said they did in the 1950's and 60's? Most works in the science fiction genre have at their essence the author's prediction of how the nature of humankind will or won't change over time. What predictions do you think science fiction offerings such as Star Trek, Star Wars, Babylon 5, etc. are making?

3. Working in small groups, have your students investigate how technological advances first conceived of in science fiction literature, television and films were later translated into science reality. A few examples of these are rockets, cell phones, lasers and ion engines. Then have each group browse science fiction literature, TV and films to create their list of the top five science fiction inventions/technological advances that will become science reality in the next fifty years.

Have students share their lists with one another and discuss what they believe to be the overall development probability of each one.

EXTENSION: Have students explain how they believe one of their technological inventions/advances will work.

LINKS:
http://www.lerc.nasa.gov/WWW/PAO/html/warp/inspinv.htm
http://tommy.jsc.nasa.gov/%7Ewoodfill/SPACEED/SEHHTML/index.htm
http://www.bbc.co.uk/tw/previous/ff4.shtml

EDITOR'S NOTE:
science fiction
space station
infinite
inspiration
Jules Verne
Robert Goddard
Arthur Clarke
concept

WORLDVIEW

Visions of Europe : Visions of Europe

1. What significant milestone does NATO celebrate this year? Where is its headquarters located? This organization was created during the Cold War to commit to the defense of western Europe against what nation? How did the 1989 meeting between the Soviet Foreign Minister and NATO's Secretary General signal the end of the Cold War?

2. Divide the class into four groups, each representing a different viewpoint regarding the diminishing role of the United States in the defense of her European Allies as the European Union and Partnership for Peace become stronger. Group 1 will list the advantages of the change from the standpoint of the European nations. Group 2 will list the disadvantages of the change from the standpoint of the European nations. Groups 3 and 4 will list, respectively, the advantages and disadvantages from the standpoint of the United States. Following the small group reports, ask for individual opinions regarding the changes in European-U.S. relationships. As each person speaks, insist that the new speaker begin his/her remarks by referring to the remarks of his/her predecessor.

3. Using the last website, assign each of the twenty-two dated events as topics for individual reports. These reports could then be presented to the class in chronological order.

4. For those classes following the CNN Cold War Series (CNN, Sunday nights at 8 p.m. ET), relate the information given in this video clip to the events of the Cold War. (Episode 14, Red Spring, will air Sunday night, January 17, 1999.)

LINKS:
http://cnn.com/TRANSCRIPTS/9901/09/wv.01.html
http://cnn.com/WORLD/europe/9901/08/kosovo.01/index.html
http://www.govexec.com/features/1097s2.htm
http://www.govexec.com/features/1097s2.htm
http://www.nato.int/welcome/logo50/nato50.htm

http://www.nato.int/welcome/home.htm#PFP

Inside Africa : Zimbabwe Church Conference

1. Where is the World Council of Churches holding its conference? How many times has it met on the African continent? Why is this meeting important for both the WCC and Africa? What issues will be the focus of this conference?

2. Divide the class into small groups. Give each group one topic to research on the Internet: A brief history of the World Council of Churches, the meaning of the terms "jubilee" and "ecumenical" as used by the WCC; the role of women in Christian churches; the role of the WCC to eradicate poverty; the mission of the WCC; how the WCC is funded; membership in the WCC. Let each group share its findings with the class.

LINKS:
http://www.wcc-coe.org/
http://www.wcc-coe.org/wcc/assembly/index-e.html
http://www3.itu.ch/MISSIONS/US/bb/wcc.html
http://www.umr.org/HTwarn.htm

EDITOR'S NOTE:
NATO
Brussels
Cold War
diplomacy
Zimbabwe
remission
taboo
agenda

NEWSROOM CHRONICLE

Father/Son Vietnam Trip : Father/Son Vietnam Trip

1. What circumstances and events led to war in Vietnam? How did the U.S. get involved in this war? How many Americans lost their lives in this effort? How did the war divide the United States and create hostility on the domestic front? Have students consult online and other resources to learn more about the Vietnam War and share their findings. Discuss the reason why this conflict is an emotional topic among many of those who served in it as well as among American civilians who lived through it.

2. What did Jason know about the Vietnam War before he and his father left on their trip? Why did Jason want to accompany his father to Vietnam? How had the scenery changed since Jason's father, PFC Philip Bellini, did his military tour there? Why did Mr. Bellini take some of the dirt from Khe Sahn to bring home to the U.S.?

3. Where is Ho Chi Minh City? What kind of museum did Jason and his father see there? What did Mr. Bellini tell Jason about this museum? What happened at My Lai? How did Mr. Bellini feel about this? What did he write in the veterans' book there?

4. How has Mr. Bellini's attitude towards the Vietnamese people changed? How did the Vietnamese people receive him? Discuss how war changes the way people perceive one another. Has seeing a

piece of his father's past changed Jason's image of him? Do you think the trip helped Jason and his father to appreciate each other? Explain.

LINKS:
http://members.aol.com/warlibrary/vwhrf.htm
http://hubcap.clemson.edu/~eemoise/bibliography.html/
http://www.lbjlib.utexas.edu/shwv/shwvhome.html
http://www.bev.net/computer/htmlhelp/vietnam.html

EDITOR'S NOTE:
communist
Hanoi
Viet Cong
Tet Offensive
My Lai
Saigon
China Beach
normalization

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 15, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
House managers begin to establish their case on the first day of impeachment proceedings.

Around the World ... 02:50... 09:05
Brazil's economic turmoil is making news around the world.

YOUR DAILY DESK ... 00:50... 09:55
Editor's Desk ... 02:55... 12:50
Renovation of the New York Public Library's Reading Room brings an old-fashioned place for books into the technological information age.

WORLDVIEW ... 00:25... 13:15
Visions of Europe ... 04:30... 17:45
While many Europeans welcome attempts at common standards across Europe, many fear loss of their national identities.

Culture Watch ... 02:50... 20:35
Taiwan's aboriginal tribal music finds an international audience.

NEWSROOM CHRONICLE ... 01:05... 21:40
Impeachment Class Trip ... 01:55... 23:35
Seniors from a Michigan government class may have a chance to witness history in the making.

Our World ... 01:35... 25:10
A 16-year old's computer application could be the breakthrough of the decade.

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What is meant by the phrase "above the law"? Why do some people believe that President Clinton acted "above the law"? Review the definition of perjury and the circumstances under which some

believe the president may have committed perjury. Explain what "obstruction of justice" is and why some people believe the president may have done this.

2. Who were some of the House members who made initial statements in the case against the president? What task is theirs to accomplish over 24 hours? What were some of the points they made in their presentation? Based on what you have seen so far, has the presentation been effective? Explain.

3. How did the president spend day one of his impeachment trial? Why is it important for him to be seen "doing the job of president"? How are members of his administration and Mr. Clinton's Democratic allies reacting to the House managers' presentation? Explain. Why did the House managers bring up the issue of witnesses in their presentation?

4. In his opening statements to the Senate yesterday, House Judiciary Chair Henry Hyde emphasized the importance of the oath in the American judiciary system. He called the U.S. senators "stewards of the oath." What do students think this means? Mr. Hyde said to the senators, "...what you do over the next few weeks will forever affect the meaning of the words 'I do.'" Do students think that Rep. Hyde's comments were meant for theatrical or partisan purposes, or do they think he really believes that the oath is an important component of the judicial process? Generate a class discussion about oath-taking in a judicial setting. Have students ever taken an oath? If so, what did it mean to them? What did it mean to the process in which they were participating? How important is the oath to the judicial process? Do students believe that if the Senate fails to convict the president the power of the oath will be diminished? Why/why not? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/14/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/14/impeachment.color/
http://cnn.com/ALLPOLITICS/stories/1999/01/14/transcripts/hyde.html/

Around the World : Brazil Currency Devaluation

1. What is a currency devaluation? Why did the Brazilian government intentionally devalue its currency? Explain how devaluation is a "turnaround strategy."

2. Discuss some of the risks of devaluation. What is inflation? How does inflation rob consumers of their earning power? In what other countries has devaluation recently caused inflation? Why is the state of Brazil's economy important to the United States?

3. You will need some play money for this simulation: Give each student a set amount of play money, say, $5. Tell them to pretend that this is their spending money for the day, and ask them what they would be likely to purchase. Now, take the $5 back and give each student $3. Tell them that the government has just devalued their currency and now this is what their $5 is worth. Ask them what purchases they could have made but now cannot. Next, direct students to hold onto the $3 but warn them that their currency could be "devalued" again at any time. If they know this, how might student consumers react in the marketplace? How could such behavior fuel inflation? At some point, issue another devaluation. Note student reactions. Discuss how governments that devalue currency face economic and political risks when they do so.

LINKS:
http://woodrow.mpls.frb.fed.us/glossary.html
http://cnn.com/WORLD/americas/9901/14/brazil.04/
http://cnnfn.com/specials/brazil/

EDITOR'S NOTE:

obstruction of justice
oath
stonewalling
hairsplitting
devaluation
real
inflation
Dow Jones Average

YOUR DAILY DESK

Editor's Desk : Library Masterpiece

1. How large is the New York Public Library Reading Room? Why did it need to be renovated? How much was spent to remodel the room? What is now so special about the tables? How does the New York Library compare to your school library? To your local public library?

2. Using the New York Public Library webpages, have the students investigate the renovation to the Reading Room more thoroughly. Then have students visit your school library as "architects" to research and develop a renovation plan to bring it into the "future".

LINKS:
http://www.nypl.org/admin/pro/press/mrrrelease.html
http://www.nypl.org/admin/pro/press/construct.html
http://www.nypl.org/admin/pro/press/services.html
http://www.nypl.org/admin/pro/press/funfacts.html

EDITOR'S NOTE:
renovation
inspiration
scholars
library stacks

WORLDVIEW

Visions of Europe : Visions of Europe

1. Where does Cloe live? What does she fear most about the European Union? What does her father think about the Union? Do you think it will be good or bad for his business? Give some reasons for your answer. What benefits and downsides might the creation of standards across the European Community bring?

2. Have the class research the status of the European Community: Which nations belong? How long has the Union been planned? Which nations do not want to join? What are the major "standards" that the EU will bring across Europe?

3. Let each student pick one of these topics on the European Union to research on the Internet: The European Central Bank; the European Monetary Union; the EURO; the European Commission; Council of the European Union; European Parliament; Committee of the Regions. Group students according to the topic they researched and have each group try to "sell" the class on joining the European Union based on their research.

LINKS:
http://www.nene.ac.uk/lrs/design/inst.html
http://ecsa.org/
http://cec.caixacatalunya.es/euro/int2eng.html
http://www.uta.fi/FAST/GC/emgloss.html
http://library.advanced.org/11267/eng/gesch.html

Culture Watch : Taiwan Aboriginal Music

1. The German group Enigma used an aboriginal tune to promote what international event? How did this help bring global attention to Taiwan's aboriginal culture? Where do the tribal peoples practice their music? In what way does drummer Hisao-Pai think life in a tribe is different from urban life?

2. Using the library and the Internet, have the students find examples of Taiwan aboriginal culture. Let students research their favorite art and present to the class either a drawing, or story, or song in the aboriginal style. In their research, the students may find aborigines in other countries. You might allow them to make similar art reports for these peoples as well, then compare the results.

LINKS:
http://www.aaa.com.au/bizskills
http://www.ozemail.com.au/~fliranre/aborigines.htm
http://anu.edu.au/forestry/fire/ecol/as355.htm
http://ourworld.compuserve.com/homepages/SMIPP/enigma.htm
http://www.gio.gov.tw/info/sinorama/book/book243e.html
http://www.tec.org.tw/english/tcf.htm

EDITOR'S NOTE:
euro
multilingual
European Union
national identity
Taiwan
indigenous
aboriginal
radical

NEWSROOM CHRONICLE

Impeachment Class Trip : Impeachment Class Trip

1. How might seniors in Mr. Berglund's government class soon be witnesses to history? What are some of their feelings as they prepare for their trip? Is the sense of history lost on these students? Explain. If you had the opportunity to accompany them on their trip, would you go? Why or why not?

LINKS:
http://cnn.com/US/9901/11/impeachment.class.trip/
http://www.policy.com/news/dbrief/dbriefarc50.html

Our World : Internet Genius

1. Who is Sarah Flannery? Explain how her winning entry in a science contest could affect the future of commerce on the Internet. Who invented the current method of Internet encryption? How does it facilitate e-commerce? Why does Sarah prefer to publish her discovery rather than patent it? If you had invented this system, would you feel the same way about it? Explain.

2. What is encryption? How does it work? Have students work in groups to research encryption and its use on the Internet to protect vital information, such as credit card numbers, personal data, and the like. Have groups share their findings. Ask students why they think many people refuse to use the Internet to purchase products, trade stock, etc. If the perceived lack of security is one major reason, do students agree that this is an area of concern or are they satisfied that the web is a "safe" place for financial transactions? Would they conduct personal business on the Internet? Why/why not?

LINKS:
http://www.whatis.com/encrypti.htm
http://rtt.colorado.edu/~mc/EncrpIntro.html
http://www.wellsfargo.com/per/services/security/encryption/

EDITOR'S NOTE:
Senate gallery
encryption
commerce
patent

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CNN NEWSROOM Guide

January 18, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:55... 06:10
It's the White House defense team's turn to present its case to the Senate.

In the Headlines ... 01:05... 07:15
KOSOVO MASSACRE

YOUR DAILY DESK ... 00:55... 08:10
Environment Desk ... 02:00... 10:10
Researchers have devised a safer method for disposing of toxic waste left over from nuclear weapons production.

WORLDVIEW ... 00:20... 10:30
Political Front ... 05:50... 16:20
Cuba institutes market reforms to stabilize its economy and maintain social programs.

Political Front ... 02:55... 19:15
Opinions vary as to whether communism will continue in Cuba after Fidel Castro leaves office.

NEWSROOM CHRONICLE ... 01:10... 20:25
Student Bureau ... 02:10... 22:35
Students honor the legacy of Dr. Martin Luther King but often choose to divide themselves along racial lines.

Inside D.C. (Part I) ... 03:15... 25:50
The role of the Supreme Court has not changed in over 200 years.

CNN NEWSROOM CLOSE ... 02:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. How many senators are required to vote "guilty" in order to remove a president from office? How many are required in order to dismiss the case? When is a vote for dismissal scheduled? What

happens if this motion fails? How could the calling of witnesses affect the pace of these impeachment proceedings?

2. Review some of the reasons why House managers want the Senate to call witnesses and some reasons why supporters of the president do not. Why do you think Senator Wellstone believes the Senate "has a lot to lose" if witnesses are called? Do you agree or disagree with him? Explain.

3. Why do you think President Clinton has decided to go ahead with his scheduled State of the Union Address tomorrow? Why do some feel this is inappropriate at this time? How is Senator Gramm going to respond when the president appears before Congress? In your opinion, should Senator Gramm and his colleagues respond differently? Explain.

4. Discuss the strategy the White House legal team is expected to pursue. If you were a member of this team, which would you emphasize more, the allegation that the House managers have a weak case or the argument that the offenses committed by President Clinton do not rise to the level of impeachment? State the rationale for your answer.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/17/clinton.impeach/
http://cnn.com/ALLPOLITICS/resources/1998/lewinsky/jury/

EDITOR'S NOTE:
partisan
State of the Union
deposition
testimony

YOUR DAILY DESK

Environment Desk : Mercury Disposal

1. What is the source of the huge stockpiles of toxic waste being managed by the Department of Energy? Which facility within the Department of Energy is currently working on the problem? Why do you think this site was chosen? What kinds of waste were disposed of there?

2. Why does the mixture of mercury and radioactive waste create a cleanup nightmare? Describe the new disposal method Brookhaven National Laboratory has introduced. Compare the end product consistencies of traditional methods of contaminated soil disposal to this new method. Why do you think scientists consider this to be a vast improvement? How does this process affect the radioactivity of the mixture? What other industries do you think would benefit from using this process?

3. Have your students go through a similar polymerization process by doing the following experiment: Have students place one-half cup of white school glue in a plastic bag. This represents the sludgy remains of mercury and radioactive waste left over from nuclear research and weapons production. (You may want to add food coloring to the glue to produce a desired sludgy coloring, but make sure the food coloring is thoroughly mixed into the glue.) In a measuring cup mix one-quarter cup of Borax laundry pretreatment (no substitutes) with one-half cup of water and stir. This represents the chemicals used in the sulfur polymerization process. Add the Borax and water to the glue in the plastic bag. Seal the bag and knead the mixture together by squishing the outside of the bag for about three minutes. This will also create heat on the inside similar to the new toxic waste process. The Borax and water form a mild boric acid that transforms the glue into a polymer. Drain off the excess water and cut open the bag around its edges. Pick up the mixture

and roll it into a ball like you would with clay. Although it may be very sticky at first, the more students roll it the more the ball will stick to itself. Allow the polymer to set overnight. The next day you should have a ball that is super hard---just like the bricks in the new disposal method.

LINKS:
http://www.dne.bnl.gov/~kalb/sulfur.htm
http://www.orcbs.msu.edu/newhazard/wastemanualdocs/03definition.html
http://www.orcbs.msu.edu/newhazard/refresher/id_list_1.html

EDITOR'S NOTE:
toxic
mercury
radioactive
contaminants
dispersible
radionuclides
polymer
hazardous waste

WORLDVIEW

Political Front : Cuban Revolution Turns 40

1. What political event occurred in Cuba in 1959? Why has the Cuban government instituted mild market-oriented reforms? Describe the economic and social inequalities that have arisen in Cuba as a result of the market reforms.

2. Compare and contrast communism and capitalism. Why did the collapse of the Soviet Bloc countries affect the Cuban economy? Why is the dollar stronger than the peso in Cuba? Can the social changes brought about by the Cuban Revolution continue to exist when the nation is participating in capitalist markets? Explain.

3. Direct students to use multimedia resources, including the websites listed below to research the political and social impact of the Cuban Revolution. Have students conduct a debate about whether or not Cuban citizens have benefited from the social changes that were brought about by the Cuban Revolution.

LINKS:
http://www.infoplease.com/ipa/A0107443.html
http://www.hartford-hwp.com/archives/43b/index-c.html
http://hyperion.advanced.org/18355/index.shtml

Political Front : Cuba What Next?

1. Under what circumstances did Fidel Castro come to power in Cuba? According to the video, what might happen to the Cuban government after Fidel Castro is no longer in power?

2. What makes a government leader effective? What factors have enabled Fidel Castro to remain in power for 40 years? Why do political revolutions occur? Why do some revolutions succeed while others fail? Can Cuban citizens influence the course of Cuba's political future? Explain.

3. Using multimedia resources, have groups of students research the history of various influential

political leaders and the fate of their governments following their departure from office. These individuals might include George Washington, Mikhail Gorbachev, Pol Pot and Adolf Hitler. Direct each group to consider the background of each leader's rise to power, why he/she was an effective government leader, why he/she left office, and the fate of his/her government following departure. As a class, discuss why some governments continued while others did not. Following this discussion, have students discuss how Cuban civilians might react to Fidel Castro's death, and what they think will happen to Cuba's government when Mr. Castro is no longer in office.

LINKS:
http://www.infoplease.com/ipa/A0107443.html
http://www.hartford-hwp.com/archives/43b/index-c.html
http://hyperion.advanced.org/18355/index.shtml
http://cnn.com/WORLD/americas/9901/02/cuba.castro.01/index.html
http://cnn.com/WORLD/americas/9901/01/cuba.01/index.html
http://cnn.com/WORLD/americas/9901/01/cuba.what.next/index.html

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EDITOR'S NOTE:
Cuban Revolution
socialism
market reforms
Che Guevara
ration card
Fidel Castro
dissident
communism

NEWSROOM CHRONICLE

Student Bureau : Martin Luther King, Jr., Remembered

1. How would you explain the legacy of Dr. Martin Luther King, Jr. to someone who had never heard of him? How did Dr. King's actions lead to legislative changes in the field of civil rights in the U.S.? What did the Civil Rights Act of 1964 accomplish?

2. What is integration? According to the video, are college students at Michigan State University integrating? What are some reasons they give for "self-segregating"? Where can one see evidence of their self-segregating? Do you find this trend surprising? Why? Why not? Why is there no official estimate of how segregated the dorms are at Michigan State?

3. Challenge students to interview students at other colleges and universities to determine if the self-segregation at Michigan State is part of a larger national trend. Direct each student in the class to contact at least one college student as the subject of his/her interview. Have students share their findings in class. If students find that self-segregation is evident at other schools as well, challenge them to consider whether or not action should be taken to change the trend. Group students and have each act as administrators to a college where self-segregation among races and cultures is widespread. Give each group time to discuss and consider whether the college should (a) take action to reverse the trend, (b) allow the students to decide their own living arrangements regardless of the outcome or (c) promote racial and cultural awareness among students in the hopes that they will integrate. Have each group decide on one course of action and report back to the class, along with its rationale.

4. Dr. Martin Luther King, Jr. labored long and hard for a time when students of all races could learn and live together. He envisioned a society that was "colorblind." In his most famous speech he

said, "I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." What was Dr. King trying to say? What is meant by the "content of one's character?" Why do you think this was more important than one's race or religion to Dr. King?

EXTENSION: Challenge each student to carry on the spirit of Dr. King by learning more about an individual of another race, color or religion who is best remembered for the "content of (his or her) character." Direct students to put their information into written profiles. Create a library of the profiles in your classroom, and make the library available to students in other classes.

LINKS:
http://www.nps.gov/malu/
http://www.seattletimes.com/mlk/index.html
http://www-lib.iupui.edu/libinfo/mlkjr.html
http://web66.coled.umn.edu/new/MLK/MLK.html

Inside D.C. (Part I) : Inside D.C. (Part I)

1. What is the function of the Supreme Court? Why do you think it is also called the "High Court"? What is its creed? How many cases are filed with the Supreme Court each year? Approximately how many does the Court agree to hear?

2. How many justices sit on the Supreme Court? What is their term of service? How has the composition of the Court changed in recent years? Who was the first woman appointed to the Supreme Court, and by whom was she appointed?

3. On what information do the justices base their decisions? Why do you think the polls are not a factor in these decisions? Why is judicial experience an important factor in choosing a nominee for the High Court?

4. What places have been "home" to the Supreme Court? Who led the charge to secure a separate building for the Supreme Court? Why were the justices unwilling to move into the building when it was complete? How is the structure both a very public and a private place today?

5. The decisions made by the Supreme Court justices often have a profound impact on everyday life. Challenge each student to select one decision rendered by the Court or choose a case pending and conduct research to learn more about that case. Direct students to make formal reports of their information. In each case, discuss how the Constitution was the guiding force in the decision or, if the case is pending, discuss the possible constitutional interpretations.

LINKS:
http://court.it-services.nwu.edu/oyez/tour/
http://supct.law.cornell.edu/supct/
http://www.io.com/~amsag/resources.html
http://www.washingtonpost.com/wp-srv/national/longterm/supcourt/scquiz.htm
http://www.washingtonpost.com/wp-srv/interact/longterm/horizon/100996/court1.htm

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EDITOR'S NOTE:
Martin Luther King, Jr.
civil rights
segregation
diversity
Judicial Branch
justices

appeal
statute

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 19, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:15... 06:30
Teachers: This story contains scenes some students may find disturbing. Please preview.
Yugoslav authorities defy demands for an investigation into Friday's massacre in Kosovo.

Capital News ... 02:45... 09:15
Republican and Democratic legislators unveil their agendas for the new congressional session.

YOUR DAILY DESK ... 00:50... 10:05
Health Desk ... 02:20... 12:25
In spite of the known risks, smoking among college students is on the rise.

WORLDVIEW ... 00:20... 12:45
Top of the World ... 02:05... 14:50
Teachers: Please preview this story.
Russian orphanages struggle amid economic crisis.

Inside Asia ... 02:40... 17:30
Chinese farmers grow discouraged as economic reforms stagnate.

Political Front ... 02:35... 20:05
The widow of Rajiv Gandhi has emerged as one of India's most popular politicians.

Did You Know? ... 02:00... 22:05
Researchers use cameras to learn more about the habitat of Thailand's tigers.

NEWSROOM CHRONICLE ... 00:30... 22:35
Inside D.C. (Part II) ... 02:35... 25:10
Young pages get a front row seat on history as they help legislators conduct everyday business.

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. What is the ethnic identity of most of Kosovo's citizens? Which government is claiming Kosovo as one of its provinces? What is the basis for its claim? What happened when Kosovo's citizens tried to declare themselves independent? Why did NATO threaten air strikes against Serb targets last year? When did the sides agree to a ceasefire? Who was sent to monitor the truce? What have the monitors spent their time doing?

2. Why are Serb authorities refusing to release the bodies of those massacred last week? Why do you think they will not allow the International War Crimes Tribunal chief to view these remains? How are the residents of Racak reacting to the renewed gunfire between Serbs and Albanian rebels? What concerns are representatives of aid agencies voicing about the situation?

3. The ceasefire seems to have failed in Kosovo, and the Serb authorities appear to be acting in defiance of international monitors. Ask students how they think the international community should respond. Divide students into small groups and assist them in researching the conflict in Kosovo so as to be better prepared to discuss the situation. Then, as a class, list the possible actions the international community could take. (Remind students that "inaction" is in itself a response.) Write these on the board. Then have students return to their groups and discuss the possible actions. Direct each group to arrive at a consensus recommendation and report to the class. As a class, analyze the short- and long-term consequences of each recommended action.

   EXTENSION: Serb authorities have often argued that since they believe Kosovo is a province within their country, anything that happens there is not an issue to be addressed by the international community. They argue that international intervention in Kosovo violates the principle of sovereignty. Have students research the meaning of sovereignty and discuss whether they agree or disagree with the Serbs.

LINKS:
http://cnn.com/WORLD/europe/9901/18/kosovo.04/
http://arc.org.tw/USIA/www.usia.gov/regional/eur/balkans/kosovo/homepage.htm
http://www.albanian.com/main/countries/kosova/index.html

Capital News : Capital News

1. Explain why some Republican representatives insist they are actually "ahead" in conducting normal legislative business at this point. Why are Democrats on Capitol Hill less positive about the current state of legislative affairs?

2. In class discussion, compare the legislative agendas of the Republicans and Democrats. What issues are both parties highlighting? What are some differences in their legislative priorities? After a brief discussion, have each student choose one of these issues and author a "bill" focusing on that issue. For example, an education bill might mandate the inclusion of police or safety officers available on all high school campuses. Have each student prepare and deliver a brief speech outlining the major points in his/her bill. Discuss the positives and negatives of each proposal, including who would likely support or oppose this bill, and why.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/18/legislation.ap/

EDITOR'S NOTE:
guerrilla
autonomy
war crimes
forensic

agenda
Social Security
Medicare
block grant

YOUR DAILY DESK

Health Desk : College Smoking

1. How does smoking affect a person's health? Why is there an increase in the number of college smokers? What steps do experts say need to be taken to curtail smoking among college students?

2. How do you feel about smoking and people who smoke? Why do people smoke, even though they might be aware of the associated health risks? Why is smoking a public health issue? What can kids do to prevent their peers from smoking cigarettes? Are anti-smoking media campaigns effective? Why/why not?

3. Prior to beginning this activity have students refer to the first two websites to learn about the health risks associated with cigarette smoking, and how many argue that the tobacco industry targets youth through advertising. Have students use multimedia resources, including the fifth website listed below, to identify examples of anti-smoking media campaigns. Help students determine why some anti-smoking campaigns are persuasive and others are not. Inform your class that historically, anti-smoking campaigns have not been targeted for college students. Have groups of students develop ideas for a campaign to discourage college students from smoking. Following the group presentations, send their ideas to a student organization at a local college.

LINKS:
http://www.amhrt.org/Heart_and_Stroke_A_Z_Guide/nctfk.html
http://www.tobaccofacts.org/addiction.html
http://geopages.com/Pentagon/2215/link.html
http://www.nida.nih.gov/researchreports/nicotine/nicotine.html
http://www.ganesha.org/ptb/tobacco.html

EDITOR'S NOTE:
cigarette smoking
college trends
health risks
dormitories

WORLDVIEW

Top of the World : Russia Orphans

1. What are some of the problems in Russia's orphanages, according to the video? What is contributing to the deprivation of these children this year? Are all the children technically "orphans"? Explain. Of what does Vitaly's lunch consist? Does this include any protein?

2. What is the conclusion of the Human Rights Watch? How do the children pass their days and why? What is the Russian government doing to help?

3. Direct students to the first website below for eight international phone numbers of agencies that

BEST COPY AVAILABLE

are trying to help. Direct them to call or visit local orphanages or children's ranches. Ask for lists of needs for the residents. Students can collect materials and deliver them to the orphanages. The second website below gives four suggestions for action to help, including writing letters to the European Union, the United States, and Russia.

LINKS:
http://cnn.com/WORLD/europe/9812/28/russia.orphans/index.html
http://www.hrw.org/hrw/campaigns/russia98/action.htm
http://www.hrw.org/hrw/campaigns/russia98/photo_c.htm
http://www.glasnet.ru/~roof/
http://www.miramed.com/

Inside Asia : China Village Reform

1. What did Yan Hongchang do in 1978? What were the results of the changes initiated by the 20 families? What is going on now in Xiaogang? Why are the farmers in the video unhappy?

2. Why was production so much lower under the commune system? Why do many Chinese farmers object to the grain quota? What would they like to produce instead of grain? Why does the government emphasize keeping the granaries filled?

3. Ask the students to brainstorm a compromise or negotiated settlement for this dispute among the Chinese farmers and their government. When discussing this problem, point out that China has recently been "cracking down" on dissidents. As an alternative to the discussion, ask students to use a graphic organizer to compare freedom of speech or dissent in China and the United States.

LINKS:
http://cnn.com/WORLD/asiapcf/9901/15/PM-China-Protest.ap/index.html
http://cnn.com/WORLD/asiapcf/9901/15/BC-CHINA-PROTEST.reut/index.html
http://cnn.com/WORLD/asiapcf/9901/16/AM-China-Protests.ap/index.html
http://cnn.com/WORLD/asiapcf/9812/18/china.01/index.html
http://www.china.com/npc/english/index.html
http://cnn.com/SPECIALS/views/y/1998/12/mackinnon.china-reforms.dec18/index.html
http://www.china-embassy.org/

Political Front : Sonia Gandhi

1. Who is Sonia Gandhi? How is she related to the political dynasty of India, the Nehru-Gandhi family? What happened to Sonia after her husband was assassinated seven years ago? Why did she come back into the political limelight?

2. Explain how Sonia Gandhi brought India's Congress Party back from the brink of political disintegration. Some observers have called her "the reluctant politician." What statements from the video might confirm this label? Why do you think many Indian voters do not care that Ms. Gandhi is not a native of India? How could this fact be both a help and a hindrance to her political campaign?

3. According to the video, "The political ideology associated with the Nehru-Gandhi family is more like an umbrella. They look after all kinds of interests." Assist students in consulting the Internet and other resources to learn more about India's Nehru-Gandhi family and its impact on Indian politics. Have students share their findings in class discussion. Direct each student to choose one member of this family to research and profile in a formal report.

LINKS:
http://cgi.pathfinder.com/time/magazine/1998/int/980112/sonia.html

http://news.bbc.co.uk/hi/english/special_report/1998/india_elections/newsid_43000/43224.stm
http://news.bbc.co.uk/hi/english/special_report/1998/india_elections/newsid_46000/46883.stm

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Did You Know? : Thai Tigers

1. What is the goal of the remote camera activity seen in the video? Why was Thailand chosen for this project? Why are researchers praising the use of remote cameras to gather information on the tigers?

2. What were some sobering findings of this study? For what purpose are the tigers poached? (Answers are contained in the first and last website below.) In your opinion, should humans be interested in saving Thailand's tigers and other endangered species? Explain.

3. Distribute copies of the article, "Is the Endangered Species Act effective?" from the sixth website below. Set up a class debate on this question. Using the fifth website below, ask students to determine what endangered species are found in your region. Discuss ways of protecting those species.

LINKS:
http://www.wcs.org/
http://www.panda.org/livingplanet/species/tigerfacts.htm
http://www.worldwildlife.org/tiger/bg_natrade.htm
http://www.seattletimes.com/news/nation-world/html98/alttigr_071098.html
http://eelink.net/EndSpp/Endangered.html
http://cnn.com/TECH/science/9812/22/endangered.anniversary/TMP914357021.htm
http://www.panda.org/kids/quiz/tiger/qtigmain.htm#6
http://www.wwf-uk.org/cybertiger/

EDITOR'S NOTE:
orphanage
commune
incentive
quota
ideology
sectarian
density
non-invasive

NEWSROOM CHRONICLE

Inside D.C. (Part II) : Inside D.C. (Part II)

1. How do pages and interns help lawmakers conduct their daily business? According to Natalie Lefler, what are the benefits of this job? Are these young people paid for their work? Explain. When did the page program get its start? What were the requirements for the program back then? Who was Isaac Bassett? Why do you think he chose to spend the rest of his life working for the Senate? How did his performance set the standard for modern-day pages and interns?

2. Many students who work as pages and interns enjoy the experience. For some, it is the starting point for a career in politics or law. Guide students who are interested in paging by helping them contact their elected representatives in Washington (the House and Senate websites are provided below). If service in Washington is impractical, help students find out if similar opportunities are

available in your state and local governments. Even on a state/local level, page opportunities fill up quickly, so encourage interested students to act early and put their names in for a year or two from now if necessary.

LINKS:
http://www.house.gov/
http://www.senate.gov/
http://www.loc.gov/
http://www.mcps.k12.md.us/curriculum/socialstd/FT/Capitol.html

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EDITOR'S NOTE:
Capitol
Legislative Branch
intern
page

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CNN NEWSROOM Guide

January 20, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:30... 01:45
Top Story ... 04:30... 06:15
President Clinton delivers the annual State of the Union Address to a Congress that currently has him on trial.

Capital News ... 04:55... 11:10
Charles Ruff initiates the presentation in defense of the president.

YOUR DAILY DESK ... 00:35... 11:45
Business Desk ... 02:05... 13:50
Automakers attempt to strike a balance between the environment and consumer appeal.

WORLDVIEW ... 00:30... 14:20
Top of the World ... 02:45... 17:05
Eradicating opium cultivation and the drug trade in Myanmar proves to be a difficult task.

Taking Care of Business ... 02:35... 19:40
The government of Hong Kong proposes welfare reforms.

Inside Europe ... 02:50... 22:30
Germany and the international community collaborate to restore the Frauenkirche Church in Dresden.

NEWSROOM CHRONICLE ... 00:30... 23:00
Inside D.C. (Part III) ... 03:05... 26:05
The White House is both a presidential residence and historical treasure.

CNN NEWSROOM CLOSE ... 01:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : State of the Union

1. What was historic about last night's State of the Union Address? Why did some label the experience "awkward"? How was the president received by members of his own party? By the Republicans in Congress? Why were some lawmakers absent?

2. As a class, review some of the proposals offered by President Clinton. What is the purpose of the Education Accountability Act? Could passage of this bill affect you? Explain. What other items mentioned in the president's speech could directly affect your life? How?

3. Why did Republicans, in their response to the State of the Union Address, claim that the president's proposals are unfair to young people? Do you agree/disagree with them? Explain. What were some of the agenda items they offered in response?

4. What major proposals were presented by both the president and the Republicans as they responded to his State of the Union speech? Have students work in groups to research and list these proposals, paying special attention to the particulars in each case. Have groups share their lists. Did either the president or the Republicans explain how they would carry out their ideas? Why do you think each side chose to speak in terms of "glittering generalities" rather than in specifics? Challenge each student to choose any one idea or proposal advanced by either side and write an essay explaining how possible details of that proposal could make those who applauded it last night vote against it in the future.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/19/sotu/
http://cnn.com/ALLPOLITICS/stories/1999/01/19/sotu.transcript/

Capital News : Capital News

1. What was the main White House strategy unveiled in yesterday's impeachment proceedings? Who argued the case on behalf of the president? What evidence did he present that directly contradicted statements made by House managers? How did Mr. Ruff make the case for a censure resolution? How did Mr. Ruff address the issue of bringing forth witnesses?

2. How did Democrats and some Republicans react to Mr. Ruff's presentation? Do you think they should be voicing their opinions on the trial presentations at this point? Why/why not? Why did the White House drop its plan to recruit House Judiciary Committee Democrats to speak on the president's behalf? Who will continue the case for the defense?

3. Typically a president receives a public opinion "bounce" after delivering the State of the Union Address. This "bounce" is often measured by an increase in the president's approval rating among voters polled immediately after the speech. Generate a class discussion focusing on students' opinions of the president's speech, considering the unusual circumstances in which it took place. Without looking at any polling data, challenge students to predict the percentage-point "bounce" Mr. Clinton will receive as a result of this speech. Do students think this potential political boost will have any effect on the outcome of the impeachment trial? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/19/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/19/clinton.impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/19/impeachment.react/

EDITOR'S NOTE:
accountable
minimum wage
tobacco lobby
national security
reasonable doubt
censure

Charles Ruff
Robert Byrd

YOUR DAILY DESK

Business Desk : "Green Cars"

1. In what way do automakers face a dual challenge? What kinds of vehicles are they producing to meet federal environmental standards? Describe the environmentally-friendly car created by General Motors two years ago. Why do you think so few are on the road today? What other environmentally-friendly cars are available? What are some disadvantages associated with them?

2. Challenge groups of students to come up with ideas for their own version of the perfect environmentally-friendly car. Groups may want to search the Internet and other resources to learn more about the models currently available or in production, and combine or modify features from several different cars. Direct each group to come up with a name for its car (inform students that names are very powerful marketing tools for car sales.) Have each group draw up a full-page print ad for its prototype and present the ad to the class. What features would make the car appealing to consumers? How would the group market this product? Have the class evaluate each prototype for consumer appeal: What would it take for consumers to leave their current gasoline-powered vehicles and buy one of these offerings?

3. What is "green marketing"? Review this concept with students and ask them to locate any product that appeals to "green" consumerism. Direct students to prepare reports comparing the quality and price of the "green" item with its environmentally-unfriendly counterpart (e.g., recyclable notebook paper vs. regular.) Have students present their reports. In general, to what extent do students think the buying public is willing to go to promote environmental responsibility? What products prompt "green" consumerism? Which products would students purchase in each case, and why? Discuss.

LINKS:
http://www.detnews.com/1998/98autoshow/reports/01050006.htm
http://www.auto.com/autonews/qprius20.htm

EDITOR'S NOTE:
green marketing
consumer resistance
hybrid
alternative fuel vehicle

WORLDVIEW

Top of the World : Myanmar Drugs

1. Why is the Myanmar government trying to stop the cultivation of poppies? According to Colonel Yod Suk, why are the Shan people and other ethnic minorities forced to cultivate opium? Why is the United States assisting the Thai and Myanmar military's drug fighting efforts?

2. Have students refer to the websites listed below to answer the following questions: What type of government is in power in Myanmar? What is the ethnic composition of Myanmar? What has been the impact of the Myanmar military on its government and citizens during the last decade?

Why did the government change the country's name from Burma to Myanmar in 1989? Why are rebel groups fighting against the Myanmar government? Why is the global community concerned about the violation of human rights in Myanmar? What is the Myanmar government and its military doing to stop opium cultivation and the drug trade? Why would the United States be reluctant to cooperate with Myanmar rebel forces to stop drug trade in the region?

3. After your class has discussed the previous questions, have students write papers or conduct a class debate about whether or not they agree with the following statement: Financing the drug-fighting efforts of Myanmar's military is the most effective way for the global community to help eradicate drug trade in the Myanmar region.

LINKS:
http://cnn.com/WORLD/asiapcf/sites.html
http://www.myanmar.com/gov/tourist/wel.htm
http://www.undcp.org/undcp/activ/ob/eastasia/subreg.htm
http://www.singapore-window.org/80123awk.htm
http://www3.itu.int/MISSIONS/Myanmar/
http://www.usdoj.gov/dea/index.htm
http://www.undcp.org/

Taking Care of Business : Hong Kong Welfare Reform

1. What is the state of Hong Kong's economy? Why are an increasing number of Hong Kong's citizens applying for government assistance? What changes to the welfare system have been proposed by Hong Kong's government? According to the Hong Kong government, why are these changes being made? Why are some individuals criticizing the proposed welfare reforms?

2. Why do some people need welfare? What are the pros and cons of welfare? What impact do you think the proposed welfare reforms will have on Hong Kong's welfare recipients and their families? How will these reforms impact Hong Kong's economy? Do you agree with Hong Kong's proposed welfare reforms? Why/why not?

3. Have students use multimedia resources, including the websites listed below, to investigate Hong Kong's welfare reforms. Divide your class into three groups. Have each group represent either the Hong Kong Health and Welfare Bureau, a community organization that is against welfare reform in Hong Kong, or the United Nations. Direct the first two groups to prepare a presentation to the United Nations council about whether or not the proposed welfare reform policies are rational and fair to the citizens of Hong Kong. Following the presentations, the U.N. council should consider the strengths and weaknesses of each group's argument, and determine whether the welfare reforms are justified.

LINKS:
http://www.info.gov.hk/hwb/english/content/index.htm
http://cnn.com/WORLD/9706/hk97/sites/index.html
http://www.nysed.gov/workforce/wfnet.html
http://www.acf.dhhs.gov/news/welfare/wrpack.htm

Inside Europe : Dresden Church

1. Where is the Frauenkirche Church located? Why is the church historically significant? How was the Frauenkirche Church damaged? Who is restoring the church? Why?

2. What is an architectural landmark? What does architecture reveal about a culture? Do you think it's important to preserve architectural landmarks? Why/why not? In what way does the restoration of the Frauenkirche Church "symbolize reconciliation with the past?" What are the potential

political and psychological benifits of this restoration project?

3. Have the class brainstorm a list of prominent international cities. Divide your class into groups to develop a presenation about the city's history and its significant historical landmarks. Following each groups presentation, have group members imagine that their city was destroyed by a natural disaster or war. Have each group member write a paper describing how the loss of its city's landmarks would imact the international community. Have students share their reports with the class and discuss what steps could be taken to rectify this loss.

LINKS:
http://www.friends.dresdner.com/fod.htm#toc

EDITOR'S NOTE:
Myanmar
opium
unemployment
Hong Kong
welfare
orb
Baroque
reconciliation

NEWSROOM CHRONICLE

Inside D.C. (Part III) : Inside D.C. (Part III)

1. Of what branch of the U.S. government is the White House a symbol? Who was the only president who did not reside in the White House? Why was the early White House considered "the people's house"? How has that openess and the building itself changed over the years? How have presidents and their families added their own personalities to the White House?

2. Why is it necessary for all the amenities mentioned in the video to be included on the White House grounds? Why is the mobility of the First Family strictly limited and monitored? How has this restriction caused problems for some presidential offspring? Explain how some presidential parents try to counteract this very public lifestyle.

3. Pose this question to students: If you could have visited the White House at any time in the past, what might you have seen and experienced? Challenge each student to "accept" an invitation from a past president to attend a function (e.g., state dinner, inaugural ball, advisor meeting) at the White House. Have students research their chosen time periods to determine what events they may have attended, how the White House was furnished, what music/entertainment was available, what issues were discussed, etc. Then have each student write a journal entry for a chosen date and describe the experience of attending this function at the White House.

LINKS:
http://www.whitehousehistory.org/whha/default.asp
http://www.whitehouse.gov/WH/Welcome.html
http://www.robinsonresearch.com/PRESDENT/WIVES/list.htm

EDITOR'S NOTE:
Executive Branch

John Adams
First Lady
amenities
Secret Service
Chelsea Clinton
complex
living quarters

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 21, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:35... 01:50
Top Story ... 03:50... 05:40
The White House continues its defense presentation before the Senate.

In The Headlines ... 02:30... 08:10
NATO ON ALERT IN KOSOVO

YOUR DAILY DESK ... 00:45... 08:55
Science Desk ... 02:00... 10:55
Scientists have completed the first genetic blueprint of an animal.

WORLDVIEW ... 00:30... 11:25
Inside Russia ... 02:55... 14:20
Russian parents who cannot feed their babies and toddlers are leaving them at orphanages.

Taking Care of Business ... 02:35... 16:55
Prime Havana real estate is being developed and sold, but not to Cubans or Americans.

FYI ... 02:25... 19:20
Street theater actors urge citizens of New Delhi to stop using plastic bags.

Culture Watch ... 02:05... 21:25
Islamic students often experience discrimination because of their religion.

NEWSROOM CHRONICLE ... 00:10... 21:35
Backpack Pain ... 04:20... 25:55
Heavy backpacks can be hazardous to your health.

Look Ahead ... 00:45... 26:40
Next Week: The Wright Brothers

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. Who appeared before the Senate yesterday on behalf of the president? How was Cheryl Mills' presence in the Senate a White House "message"? In her presentation, Ms. Mills spoke of President Clinton's record on civil rights and womens' rights, calling his record "unimpeachable." Why do you think she made this statement? Do you think these comments are material to the impeachment case? Explain. What other non-legal argument against impeachment was made by the president's defense team? Do you agree or disagree with the assertion that the president should not be thrown out of office because the majority of voters believe he should remain in office? State your rationale.

2. How are some lawmakers reacting to the defense team's presentation so far? Are their reactions predictable? Explain. When is the Senate scheduled to vote on a motion to dismiss this case? Who is Tom Harkin? What kind of motion is he considering? Do you think either of these motions will pass the Senate? Why/why not?

3. One House manager has said that it is frustrating to listen to the White House presentation without having a chance for rebuttal. Review the meaning and the purpose of a rebuttal with your students. Working in small groups, have them compare several points from the prosecution's and the defense's arguments. Share findings in class discussion. Generate a class discussion about those points that could be the basis of a rebuttal and those that offer strong evidence in favor of the president.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/20/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/20/senators.ap/

In The Headlines : In The Headlines

1. Why are NATO officials frustrated by recent events in Kosovo? Who is Slobodan Milosevic? What do NATO officials mean when they accuse him of emerging in "some kind of bunker mentality"? How is NATO preparing for a showdown? Who is William Walker? Why has he been declared persona non grata by Mr. Milosevic?

2. An observer was heard to say that he believes Slobodan Milosevic is "taking a page from Saddam Hussein's playbook." In class discussion, analyze this statement. Do students agree or disagree? If Mr. Milosevic expels William Walker and his team of monitors and continues to disregard the will of the international community, what should be the penalty? Discuss.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cnn.com/WORLD/europe/9901/20/kosovo.military/
http://www.eurasianews.com/erc/000kosova.htm

EDITOR'S NOTE:
obstruction of justice
acquittal
bipartisan
facade
persona non grata
NATO
William Walker
Slobodan Milosevic

YOUR DAILY DESK

Science Desk : Worm Genetic Blueprint

1. Why do you think mapping the genes of such a tiny worm is regarded as such a huge achievement? The process of gene mapping is really two steps. First the scientists have to translate the sequence of DNA that occurs in long threads called chromosomes. Although scientists know the DNA sequence on the chromosome is divided up into genes, they don't know where in the sequence one gene ends and another begins. The process of finding this out is called gene mapping. With the above information in mind, what do you think are the future implications of being able to map all the genes of this worm?

2. Characteristics of living organisms such as diseases are usually established by systems or combinations of genes and not by one gene acting alone. How do you think this affects the level of complexity for scientists trying to figure out cause and effect relationships between certain genes and diseases? Why do you think scientists began working on the smaller scale of the worm before attempting more complicated organisms? How has their research on the worms provided greater understanding of Alzheimer's disease in humans?

3. Have your students simulate the second stage of the gene mapping process by creating and deciphering horizontal word lists without spaces. Have small groups of students start out by having their word lists form sentences such as: beanextraordinaryperson (Be an extraordinary person). After exchanging lists and figuring out the sentences, make this process harder by not having the words form sentences. Have a contest to see who can form the toughest list to decode. Then discuss how hard it would be if students were given letters of another alphabet with which to work, and explain how that would be similar to having to work with the DNA sequence alphabet.

LINKS:
http://www.mrc.ac.uk/whats_new/left_2e.html#worm
http://www.nhgri.nih.gov/DIR/VIP/Glossary/pub_glossary.cgi#G
http://www.nhgri.nih.gov/DIR/VIP/Glossary/Illustration/dna.html

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EDITOR'S NOTE:
gene
DNA
C. Elegans
DNA code

WORLDVIEW

Inside Russia : Russian Orphans

1. How has the population of the incoming children in Russian orphanages changed over the past year? Why? What are the reasons the parents give for leaving their children at the orphanages? What happened in the town of Kulotina that is representative of what is happening in towns all over Russia?

2. In addition to being hungry and poor, what emotions would the parents of these children be feeling at this time? What other resources might parents seek before leaving their children in orphanages?

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3. Ask students to consider what would happen in their community if a natural disaster or economic crisis struck there. Have them consider the plight of families who have no resources. How would their children be fed? Have them consider a situation in which there were several children without parents to care for them. How would they be cared for? Where would they go?

4. Teachers and students may explore options for helping the children in Russia, using the websites below. There are also interactive videos from the orphanage in Novgorod, Russia at the first website below.

LINKS:
http://cnn.com/WORLD/europe/9812/28/russia.orphans/index.html
http://www.hrw.org/hrw/campaigns/russia98/action.htm
http://www.hrw.org/hrw/campaigns/russia98/photo_c.htm
http://www.glasnet.ru/~roof/
http://www.miramed.com

Taking Care of Business : Cuba Real Estate

1. What kinds of properties are being sold in Havana? To whom are these properties being sold? How long has it been since real estate has been bought or sold in Cuba?

2. Why is real estate a business which requires new legislation in Cuba? Why are Cubans prohibited from buying? Why are Americans not involved in the real estate ventures? (See provisions of the Helms-Burton Act at the second website below.) Do you feel that this situation will change in the near future? Why or why not?

3. Divide the class into six small groups for this role-play. Prior to the activity, have each members of each group discuss the viewpoint they feel their spokesperson should present. Conduct a role-playing situation in which the following viewpoints are represented:
(a) American investors who wish to participate in the Havana real estate boom;
(b) defectors from Cuba who are opposed to the U.S. establishing any business relationships with Cuba;
(c) Cuban architectural purists who fear that Havana is being rebuilt too rapidly with too little concern for original architecture;
(d) Cuban residents who feel they should have the opportunity to buy and sell real estate;
(e)representatives of the Catholic Church who feel that the shops on the main street of Havana should include apartments and residences on upper stories, as they once did, to provide additional quality housing for Cuba's poor;
(f) realtors of Canada, Monaco, Spain, and Italy who currently have the majority interest in Havana's renovations.
Following the role-playing, discuss the various viewpoints in a large group in order to gain a better understanding of the current U.S.-Cuban policy and the political ramifications of making changes.

LINKS:
http://cnn.com/US/9901/15/clinton.cuba/
http://thomas.loc.gov/cgi-bin/query/D?c104:1:./temp/~c104qUF0YL:e740:
http://www.washingtonpost.com/wp-srv/inatl/americas/oct/05/havana.htm
http://cnn.com/WORLD/americas/9811/17/cuba.apartments/index.html
http://cnn.com/WORLD/americas/9810/11/cuba.investment/index.html
http://www.laker.net/nike/megalinks.html
http://cnn.com/WORLD/americas/9901/16/us.cuba/index.html

FYI : FYI

1. What is the message of the street actors seen in the video? What are some of the negative effects of using plastic bags? How do India's cows become victims of plastic bags?

2. Why are cows a problem in India's towns and villages? What human health hazards are caused or exacerbated by plastic bags? How are plastic bags handled in the United States? Compare the anti-plastic campaign of New Delhi's street actors to the way environmental campaigns are conducted in the U.S.

3. Discuss the following with your students: In European countries, consumers are encouraged to take their own shopping bags to the groceries. In some countries there are charges for paper or plastic bags. Americans are viewed as wasteful and unconcerned with the environment. Is this a fair impression? Ask students to investigate recycling programs in their community and draw some conclusions. Using the third website below, develop projects for Earth Day 1999 (April 22).

LINKS:
http://www.plasticbag.com/NEW/index.html
http://www.envirolink.org/
http://www.halcyon.com/arborhts/earthday.html
http://indiaworld.co.in/
http://encarta.msn.com/index/conciseindex/06/00651000.htm

Culture Watch : Muslim Teens

1. What type of school is featured in this video? What are the students studying? What kinds of discrimination do these students face? What political events have increased the prejudice against these students? Why?

2. Do you feel that the students' complaints aired in the video are justified? Why or why not? Why do you think some people relate terrorism to the Islamic religion? Some of the girls say that they attend Al-Iman to avoid prejudice. Do you think people are judged because they dress differently, even when the different garb is to support their religious beliefs?

3. Discuss the following quotations with your students: "The main problem is the misunderstanding of Islam. . . If they just studied the religion, it is very similar to Christianity and Judaism." Ask students to create graphic organizers comparing the three religions, using current social studies texts, reference materials, and/or the last website below. After graphic organizers are complete, refer again to the quotation, and renew the discussion of the prejudice experienced by these students at Al-Iman School.

LINKS:
http://cnn.com/US/9812/28/muslim.teens/index.html
http://www.muslimcenter.org/
http://www.islamic-edu.org/
http://www.islamic-edu.org/

EDITOR'S NOTE:
economic crisis
timeshare
communist
preservation
biodegradable
dengue fever
forage
Islam

NEWSROOM CHRONICLE

Backpack Pain : Backpack Pain

1. What kinds of items do students carry in their backpacks? What kinds of health problems can result from the physical stress of carrying heavy backpacks? What have Donna and David Pascoe learned from their study of the effects of backpacks? Discuss some of the solutions to this problem. Would you consider using or do you use one of the newer back-friendly backpacks? Do you think they would help ease the physical strain? Explain.

2. According to experts, why has the backpack become such a health issue in recent years? What do guidelines suggest as the weight limit for students' backpacks? How have other countries responded to the health problems? What other advice do the Pascoes offer? Why do teachers argue that computers could play a role toward alleviating the strain?

3. Backpacks aren't the only enemies of students' backs. Studies suggest that excessive computer use could have adverse effects on spinal health. Ask students to consider the abuse often "shouldered" by our backs everyday. How would they make other students aware of the problems caused by heavy backpacks, computer use, etc.? Assist students in consulting the Internet and other resources to learn more about the human back, its capabilities and limitations. Have students share and combine their information. Manage a class project, in the form of an informative brochure or website, aimed at making students aware of spinal health.

LINKS:
http://www.digisys.net/fhspub/96-97/Apr4/backpack.htm
http://www.wtnh.com/news/specials/heavybackpacks.html
http://www.uiuc.edu/departments/mckinley/health-info/fitness/back/back.html

EDITOR'S NOTE:
backpack
strain
pinched nerve
numbness

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CNN NEWSROOM Guide

January 22, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 02:15... 04:15
The eyes of the world are on Kosovo as Yugoslav authorities crack down on rebel forces.

Capital News ... 03:20... 07:35
White House officials are breathing easier after a strong defense presentation in the president's impeachment trial.

YOUR DAILY DESK ... 00:45... 08:20
Editor's Desk ... 02:05... 10:25
Electronic books, contained and read on small, hand-held computer-like devices may one day replace paper editions.

WORLDVIEW ... 00:30... 10:55
Top of the World ... 02:25... 13:20
A program sponsored by the UN is helping Chinese women address the issue of family poverty.

Wild Kingdom ... 03:30... 16:50
There's an all-out war against wolves in Russia.

Inside North America ... 03:55... 20:45
Maya Angelou, accomplished writer and poet, begins a career as a film director at age 70.

NEWSROOM CHRONICLE ... 00:30... 21:15
Blues Princess ... 05:50... 27:05
Star vocalist Shemeika Copeland has the blues in her blood.

Look Ahead ... 00:30... 27:35
January 29th: Jazz School

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. What is the Kosovo Liberation Army? How are Serbian police working to neutralize this organization? Why are the "eyes of the world" on the Yugoslav authorities as they support the Serbian crackdown? Why do you think the Serbian police refer to the KLA as "terrorists"?

2. Who is William Walker? What is the job of the team he is leading? Why has President Slobodan Milosevic threatened to expel Mr. Walker? Why is Mr. Walker criticizing both the Serbs and ethnic Albanians in Kosovo?

3. How have recent events reignited tensions in Kosovo? What has the international community done to try to address the crisis? Determine how much students know about the crisis in Kosovo. Then direct them to the third website below for a chronology of the crisis through the early part of last year. Have students work in groups to conduct research to piece together events of the past year in the Balkans. Then have each group use its information to complete the timeline through today. Direct students to save their timelines for future reference.

LINKS:
http://cnn.com/WORLD/europe/9901/21/kosovo.01/
http://www.klpm.org/
http://search.nando.net/newsroom/ntn/top/030798/topstory_17402_S4_noframes.html
http://www.hri.org/nodes/balkans.html#Yugoslavia

Capital News : Capital News

1. Why do you think that President Clinton has not been watching his impeachment trial? What portions of it did he watch for the first time yesterday? Who is Dale Bumpers? Why was he recruited to sum up the case against conviction of the president? Why do some feel the former senator may have gone "a little too far" in his presentation?

2. What was David Kendall's role in the president's defense? How would you characterize his portrayal of the House managers' case? How did Senate Democrats react to his presentation? Do you think Mr. Kendall's presentation won more supporters or angered more undecided senators? Explain.

3. Inform students of the fact that senators will now have the opportunity to ask questions about the case through Chief Justice Rehnquist. Some Republican senators have been submitting their questions in advance to their leaders for review. Have students consult the last website below to learn more about some of the questions that are likely to be asked. Then have each student review the major points that have been presented by both sides in this case and submit five questions they would like answered if they were senators. Share student questions.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/21/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/21/impeachment.react/
http://cnn.com/ALLPOLITICS/stories/1999/01/20/senators.ap/

EDITOR'S NOTE:
Kosovo Liberation Army
compliance
expulsion
Belgrade
Dale Bumpers
David Kendall
circumstantial

friendly witness

YOUR DAILY DESK

Editor's Desk : E-Books

1. What are e-books? How much do the readers cost now? Is this widely affordable? Do you think the price will come down? Why or why not? How does an e-book user secure different titles to read? What do the people interviewed in the video think about e-books? What reasons do they give for their opinions? What typical reading habits would booklovers have to change in order to convert to electronic books? What do you think about these electronic books?

2. Divide the class into three groups to research each electronic book manufacturer listed in the Internet links below. Then have the whole class pretend to be a group of school officials about to buy the new e-book system from the manufacturer with the best presentation of information and facts. As a class, analyze the merits and downsides of each. (Note: It's acceptable for some "school officials"/students NOT to want to buy electronic books--but have the students offer the rationale for their thinking!)

LINKS:
http://www.softbook.com/index.html
http://www.nuvomedia.com/
http://www.everybk.com/

EDITOR'S NOTE:
e-book
company's annual report
novels
digital files

WORLDVIEW

Top of the World : China Poor Women

1. How is the United Nations helping Chinese women pull themselves and their families out of poverty? What is micro-credit? How does raising the living standards for China's poor women raise the quality of life for future generations?

2. What was the purpose of the Beijing Conference? Divide the class into small groups to conduct research to learn more about the goals of this conference. Next, have each group choose one nation and research its action plan for implementing these goals. Reconvene the class and have students compare the plans from country to country. What are some obstacles to the implementation of the plan in each case? If these national programs are successful, how will life be different in these countries? Discuss.

LINKS:
http://www.unicef.org/
gopher://gopher.un.org:70/00/conf/fwcw/natrep/NatActPlans/china/CHINA.TXT
http://www.un.org/womenwatch/followup/national/natplans.htm
http://www.un.org/womenwatch/confer/index.html

Wild Kingdom : Russia Wolves

1. Why are Russian farmers killing wolves? What is a bounty? Why do you think the Russian government pays people to hunt wolves? Why are some Russians afraid of the wolves? What do the wolves in the video eat on the farms? What competes with the wolves for wild game?

2. Using the Internet or the school library, have the students research wolves to find out more about them: Where they live, what they eat, and why humans generally dislike wolves. Have groups share their findings. As a class, discuss how the current behavior of the Russian farmers (e.g., resorting to wild prey for food, killing wolves who are in competition with them) could alter the food chain in that habitat.

LINKS:
http://www.olcommerce.com/terra/
http://www.wolves-on-web.com/
http://www.blake.pvt.k12.mn.us/campus/projects/lower/endangered/specie15.html

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Inside North America : Maya Angelou

1. Who is Maya Angelou? How many full-length features has she directed before "Down in the Delta"? What is the premise of this film? What do you think Ms. Angelou means when she says "We are all on journeys?"

2. How would you describe Ms. Angelou's writing environment? How have her life experiences had an impact on that writing? What does she feel is the most important of all the virtues? Why? Do you agree or disagree with her? Explain.

3. If any of your students have read any of Maya Angelou's writings, have them share their impressions of these works with the class. Then challenge each student to select one of her works (poetry may be best suited to this activity) and read it thoroughly. Direct students to prepare analytical essays of what they have read. What was Ms. Angelou trying to say in her writing? How was the reader moved or changed by what he/she has read?

LINKS:
http://www.tiac.net/users/write/quotations/quotations.htm
http://ononline.com/books/authors/ab/mangelou/mangelnk.htm

EDITOR'S NOTE:
UNICEF
hygiene
quality of life
predator
bounty
honorary degree
paternal grandmother
virtues

NEWSROOM CHRONICLE

Blues Princess : Blues Princess

1. How old is Shemeika Copeland? For how long has she been singing the blues? When did she first perform on stage? Who was her mentor? From whom does she get professional advice today? How would you describe her musical style?

2. Shemeika says that one of her goals is to get more young people to sing the blues. Ask students if they could describe what the blues style is, and offer some examples of music in this style. Then have students use the Internet and other resources to learn more about the blues. Who are the great artists of this musical genre? What instruments and styles are associated with the blues? Challenge each student to research and present a profile of one of the blues greats, along with a musical selection, if possible.

3. Challenge students to research some of the history that shaped the music we call the blues. Much of the blues has its roots in the story of the African-American existence. Share student findings. Discuss how a knowledge of history deepens music appreciation.

LINKS:
http://www.blues.org/
http://www.dnsmith.com/ellington/recordings.html
http://www.thebluehighway.com/

EDITOR'S NOTE:
the blues
Johnny Copeland
bass
B.B. King

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CNN NEWSROOM Guide

January 25, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:20... 06:35
Today the Senate could decide to dismiss the impeachment case or call witnesses.

In the Headlines ... 02:35... 09:10
OLYMPIC SCANDAL FALLOUT

YOUR DAILY DESK ... 00:45... 09:55
Environment Desk ... 02:20... 12:15
Volunteers try to build a new future for villagers in Indonesia---with some help from the sun.

WORLDVIEW ... 00:35... 12:50
Political Front ... 03:05... 15:55
Cambodia is at a crossroads in it efforts to confront its Khmer Rouge past.

Who, What, Where? ... 02:30... 18:25
Japanese researchers clone eight calves in an effort to boost the country's beef and dairy industries.

Taking Care of Business ... 02:40... 21:05
The European Commission faces censure by Parliament.

Culture Watch ... 01:25... 22:30
Glass factories near New Delhi, India, are jeopardizing the local environment and health.

NEWSROOM CHRONICLE ... 00:45... 23:15
Eye on the Sky (Part I) ... 03:05... 26:20
Commercial airlines spend millions to train qualified individuals to become pilots, all in the name of safety.

CNN NEWSROOM CLOSE ... 01:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. Why did House managers meet with Monica Lewinsky yesterday? Why do they believe she would be a "helpful" witness in determining the facts of this case? How did Representative Asa Hutchinson, one of the managers, describe the meeting with Ms. Lewinsky? In the video we are told that on Saturday, the president's lawyers indicated he might answer some questions from the Senate. Yesterday, this statement was revoked. What do the White House lawyers want before they will allow the president to talk? Do you think this is a reasonable demand? Why/why not?

2. How did Senate Majority Leader Trent Lott respond to the White House defense team's demand? How is the question of witnesses, including testimony by the president, deepening the rift between Democrats and Republicans in this case?

3. What are observers saying is likely to happen to Senator Byrd's motion to dismiss the trial today? How might this motion mark the "definitive moment in the trial"? What course could the trial take if the case is not dismissed? What does it mean to "depose" a witness? Why would many vote against witnesses if new witnesses such as Kathleen Willey are on the witness list? What names are likely to be on the House managers' witness list?

4. Last week senators were permitted to ask questions of the House managers and the president's defense team. These questions were submitted in writing to Chief Justice Rehnquist, the presiding officer at this trial. Have students consult the last website below to learn more about the kinds of questions that were asked and by whom they were asked. After they have read this story, generate a class discussion about the general impression students have about the proceedings. Do they feel the senators are acting as unbiased jurors? What do students think the American people think of this process? For those who question the proceedings, is there anything that can be done to redeem them in the eyes of the public? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/24/lewinsky.05/
http://cnn.com/ALLPOLITICS/stories/1999/01/23/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/23/senate.questions.ap/

In the Headlines : In the Headlines

1. What is corruption? What did several I.O.C. officials do that has resulted in a recommendation that they be expelled? Who is taking full responsibility for this scandal? Where are the Winter Olympics scheduled to be held in 2002? Is this likely to change now that a scandal has been uncovered? Do you think this situation is likely to hurt the reputation of the Olympic games? Do you think it will have any effect on demand for Olympics products and tickets? Explain.

2. Direct students to learn more about the scandal that has shaken the I.O.C. The first two websites below should be of assistance. Then have students work in groups to use the third website and other resources to learn how Olympic host cities are chosen. Have students share their findings in class discussion. Do students think this is a fair way of choosing an Olympic site? Do they think this system invites corruption or is it the most equitable way of making this important decision? Challenge students to return to their groups and devise another method for choosing host cities. Have each group share its ideas. Is there any way to assure that corruption is never again a problem for the I.O.C.? Discuss.

LINKS:
http://sportsweb.com/olympics/index.ihtml
http://www.sportserver.com/newsroom/ap/oth/1998/oth/oly/feat/archive/121398/oly10434.html
http://www.olympic.org/
http://www.andrew.cmu.edu/~mmdg/Almanac/

EDITOR'S NOTE:
depose
motion
bipartisan
motion to dismiss
I.O.C.
Juan Antonio Samaranch
Salt Lake City
bid

YOUR DAILY DESK

Environment Desk : Solar Cooker

1. What impact is Indonesia's current economic crisis having on its fuel prices? To what convenient energy source are many Indonesians turning? How do you think the drought and forest fires brought on by last year's El Nino impacted Indonesian forests? What cumulative effect will this additional burden have?

2. What solution has Herliyani Suharta developed? From where are its parts derived? What are the advantages of using this method? In general, how does it work? How do you think the process used by this cooker is similar to a greenhouse? How do the cooker's creators plan to motivate other Indonesians to make the change from wood burning to solar powered cookers?

3. Challenge your students to simulate Herliyani Suharta's scientific process by having them create their own solar cookers. Form groups of three or four students and challenge each group to design and build a solar cooker using readily-available household items. Students will need to investigate the theories behind the two main varieties of these cookers, solar deflectors and solar greenhouses, by investigating the websites below or through similar research with other print or electronic media before designing their cookers. To be successful, a group must develop a solar cooker capable of boiling one cup of water for at least one minute by progressing through these steps:
(a) draw a blueprint
(b) make a materials list
(c) write a one page explanation of how the cooker works
(d) provide a safe method for immediate shutdown.
In addition, the cookers must have a set-up time of 15 minutes or less and must not require any human contact during operation. ***Important:*** Each group's prototype should only be built AFTER its plans and explanations have been approved by the teacher. The best place to conduct the actual field test for these projects is on an open patch of blacktop away from the school and from anything that could accidentally ignite. On the day of testing, each group should provide water, sand, etc. as part of its emergency shutdown plans. Have each group display and explain its cooker to the rest of the class, then discuss its potential in-home and camping uses.

LINKS:
http://www.accessone.com/~sbcn/intuit1.htm
http://www.earthwatch.org/p/Psuharta.GIF
http://www.accessone.com/~sbcn/sbj16.htm

EDITOR'S NOTE:
solar energy
greenhouse
insulation
Indonesia

WORLDVIEW

Political Front : Cambodia Khmer Rouge

1. Who were the Khmer Rouge? What impact did the Khmer Rouge have on Cambodia? When and why was the Khmer Rouge overthrown? Why is Premier Hun Sen reluctant to prosecute former Khmer Rouge leaders? What action might the United Nations' Human Rights office take to address the Khmer Rouge atrocities?

2. Have students refer to the first three websites listed below to learn about the Khmer Rouge and the Cambodian holocaust. What were Pol Pot's political intentions? What factors enabled the Khmer Rouge government to commit genocide? What impact did the holocaust have on the Cambodian people? What steps need to occur for Cambodians to be able to achieve national conciliation? Should members of the Khmer Rouge be brought to trial? Why/why not? Why are national atrocities an issue of global concern?

3. Have your class form a mock United Nations tribunal to try Noohn Chia and Cue Sum-Pun, the two former Khmer Rouge leaders. Prior to beginning the mock trial, help your students establish grounds for prosecution. Have students assume the roles of either the two defendants, the defense team, the prosecution team or the panel of judges. To prepare for the trial, students can refer to the second website to learn about the Cambodian holocaust, and to the fourth website to learn about U.N. International Criminal Tribunals and the U.N. Human Rights Treaty.

LINKS:
http://www.lonelyplanet.com/dest/sea/camb.htm
http://www.cybercambodia.com/dachs/index.html
http://www.cambodia.org/
http://cnn.com/WORLD/asiapcf/9901/13/BC-CAMBODIA-ROUGE.reut/index.html
http://cnn.com/WORLD/asiapcf/9901/10/cambodia.khmer.rouge.ap/index.html
http://cnn.com/WORLD/asiapcf/9901/10/cambodia.khmer.rouge.ap/index.html

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Who, What, Where? : Japan Cloning

1. What is cloning? What animal was recently cloned in Japan? How does the cloning of cows benefit Japan's beef and dairy industries?

2. What are the benefits and liabilities of cloning technology? What ethical issues are associated with the cloning of animals for commercial use? Do you think Japanese lawmakers should impose restrictions on the cloning of animals and humans? Why/why not? In your opinion, should individual countries be allowed to legislate cloning practices, without consent from the international community? Explain.

3. Have students refer to the websites listed below to investigate the scientific and ethical issues associated with cloning. After students have completed their research, consider doing one of the following activities: (1) Divide your class into two groups to conduct a debate about whether or not human cloning should be allowed. (2) Direct each student to write a story depicting how civilization might change if cloning humans were an accepted practice.

LINKS:
http://cnn.com/WORLD/asiapcf/9812/09/japan.calf.clone/index.html
http://vetc.vsc.edu/vuhs/apbio/clone/

Taking Care of Business : Euro Fraud

1. What is the role of the European Commission? What does the term censure mean? Why is the European Parliament considering censoring members of the European Commission?

2. Have students refer to the websites listed below to research the details of the European Commission fraud controversy. Why is this a critical and controversial issue for the European Union? Why are the presidents of the European Commission and the European Union hoping to block a censure vote? Why are some members of Parliament calling for the resignation of all Commission members in the event the censures motion is approved? Do you think individuals in high governmental positions should be held to the same standard of conduct as their fellow citizens? Explain.

3. Have students write a position paper addressing the following question: In the event that the charges of fraud are substantiated, what type of action should be taken against the European Commission? Have students consider the how their recommendation(s) would affect the stability and expansion of the European Union. Have students share their papers and discuss which recommendations would be best followed.

LINKS:
http://cnn.com/WORLD/europe/9901/13/europe.fraud.reut/index.html
http://cnn.com/WORLD/europe/9901/12/EU.reform/index.html
http://cnn.com/WORLD/europe/9901/11/eu.fraud.01/index.html
http://cnn.com/WORLD/europe/9901/08/BC-EUROPE-COMMISSION.reut/index.html

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Culture Watch : India Glass Art

1. What type of fuel is used to operate most of the glass factories in India? How have the toxic gases omitted by these coal-based factories affected the local environment and the health of the area's citizens? What are the benefits of switching from coal to natural gas as a source of fuel?

2. What are greenhouse gasses? How do they cause global warming? Have students refer to the first five websites listed below to lean about global warming. Divide your class into several groups. Direct each group to prepare a presentation about one of the various fuel groups, including petroleum, natural gas, coal, nuclear electricity, or alternative fuels. Each group should include information about environmental and economic factors. Following the presentations, discuss the benefits and drawbacks of each fuel source.

LINKS:
http://environment.miningco.com/msubgcc.htm
http://zebu.uoregon.edu/energy.html
http://www.envirolink.org/
http://www.epa.gov/globalwarming/
http://www.eia.doe.gov/
http://webhead.com/WWWVL/India/
http://www.epa.gov/oppeoee1/globalwarming/news/greenwire/a012099_4.html

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EDITOR'S NOTE:
Glass Factory Belt of India
pollution
European Commission
censure
cloning
Japan

Cambodia
Khmer Rouge

NEWSROOM CHRONICLE

Eye on the Sky (Part I) : Eye on the Sky (Part I)

1. How do some of the passengers interviewed in the video feel about airline safety? What do they expect of the pilots who sit behind the controls of commercial aircraft? What kinds of individuals do airlines typically hire for pilot training? According to the FAA, what are some qualifications for commercial pilot candidates? What kind of training do these individuals experience?

2. Statistically, air travel is one of the safest modes of transportation in the U.S. Challenge students, working in groups, to learn more about air safety, including the government agencies that work to promote safe air travel. Have each group choose one aspect of air safety to investigate, such as pilot training, flight attendant training, the job of the air traffic controller, the role of the FAA, the NTSB, etc. Direct each group to make a formal presentation of its findings to the class. Discuss how a safe flight is a "team effort."

LINKS:
http://www.delta-air.com/
http://www.dalpa-lax.org/
http://www.faa.gov/
http://www.ntsb.gov/

EDITOR'S NOTE:
FAA
intensive
rigorous
commercial pilot

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 26, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
The U.S. Senate meets behind closed doors to consider possible courses of action in the impeachment trial.

In the Headlines ... 02:35 .. 08:50
KOSOVO DIPLOMACY

YOUR DAILY DESK ... 00:55... 09:45
Health Desk ... 02:55... 12:40
Michael J. Fox's announcement that he has Parkinson's Disease sheds new light on young victims of this illness.

WORLDVIEW ... 00:30... 13:10
Top of the World ... 02:50... 16:00
Two years after the end of their Civil War, many Guatemalans have yet to reap the benefits of peace.

Inside Russia ... 02:15... 18:15
Russian businesses change their system of management.

Where in the World? ... 02:50... 21:05
Ballroom dancing may become a new Olympic sport.

NEWSROOM CHRONICLE ... 01:00... 22:05
Eye on the Sky (Part II) ... 04:30... 26:35
Although airlines hire pilots with experience, they provide them with additional rigorous training.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What were some of the White House defense team's arguments as senators considered a motion to dismiss the impeachment trial? According to the defense, what specific factors "point to dismissal"? Why do the House managers believe that dismissal would be a "disservice to the Constitution, the law and the country"? With whom do you agree? Why? Why do you think the senators voted to deliberate in private? Do you think this is a good idea? State your rationale.

2. What good news did President Clinton announce yesterday? What other reasons does he have to be in a good mood? Meanwhile, how were White House lawyers using the House managers' own words against them in the Senate? How did they use compassion to try to win over some senators? In your opinion, should the House managers "give up," as some Democrats are suggesting? Explain.

3. Ask students: Why do you think the Senate is having a difficult time establishing the procedure for this impeachment trial? Generate a class discussion about the obstacles senators have faced in the quest for a "speedy trial." Is a "speedy trial" always the most fair trial? Group students, and direct members in each group to pretend they are senators charged with mapping out the course for the rest of this trial. Allow groups time to consider and discuss all the options, including a vote on dismissal, calling of witnesses, motion/vote to adjourn with no vote on the Articles of Impeachment, etc. Have each group present its ideas. Direct students to follow the proceedings on CNN to see whose plan most closely mirrored what the senators actually did.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/25/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/25/transcripts/dismiss.html
http://cnn.com/ALLPOLITICS/resources/1998/lewinsky/

In the Headlines : In the Headlines

1. Why did leaders of the European Union meet in Brussels yesterday? How is their "take-it-or-leave-it" attitude reflected in their proposed peace plan for Kosovo? What does each side have to give up in this peace plan? How are the European leaders backing up their stance? Why might a border patrol to prevent the shipment of arms to the KLA be ineffective?

2. Do students think the EU peace plan is likely to be accepted by both sides? Have students work in small groups to review the reasons for the conflict in Kosovo and share their findings. Then have groups consult the video and additional resources to list the pros and cons of acceptance from the perspective of both the ethnic Albanians in Kosovo and the Yugoslav government. Have groups share their analyses and discuss the likelihood of each side accepting these peace terms.

LINKS:
http://cnn.com/WORLD/europe/9901/25/kosovo.01/
http://arc.org.tw/USIA/www.usia.gov/regional/eur/balkans/kosovo/homepage.htm

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EDITOR'S NOTE:
motion to dismiss
deliberation
high crimes and misdemeanors
dismissal
perjury
jurisdiction
Contact Group
ultimatum

YOUR DAILY DESK

Health Desk : Parkinson's Disease

1. What is the name of the disease that is addressed in the video? How many people are diagnosed with Parkinson's disease each year in the United States? What are the symptoms of Parkinson's? Can Parkinson's disease be cured? Explain.

2. What is the stigma of Parkinson disease? Do you know anyone who has Parkinson's? If so, how are you and the patient coping with illness? Why is it important to increase public awareness about Parkinson's disease? Do you think celebrities should inform the public about their illnesses? Why/why not? How did Michael J. Fox's disclosure about his struggle with Parkinson's impact Michelle Block and her family? How do you think Parkinson's affects a patient's family? What can people do to help individuals with Parkinson's disease cope with their illness?

3. Divide your class into groups. Direct each group to prepare a presentation about an aspect of Parkinson's disease, such as the symptoms and etiology, treatment methods, impact of the disease on caretakers, or the status on finding a cure. Following the group presentations, have students develop an informational campaign to increase the public awareness about Parkinson's disease. Activities might include writing letters to the editor of a local paper, e-mailing a Parkinson's support group, or developing posters that provide factual information and dispel myths about the disease.

LINKS:
http://euler.ntu.ac.uk/sm/Teach/parkdis.htm
http://neuro-chief-e.mgh.harvard.edu/parkinsonsweb/Main/PDmain.html
http://neuroscience.miningco.com/msubdis.htm
http://www.cnn.com/SHOWBIZ/TV/9811/25/fox.parkinsons/

EDITOR'S NOTE:
tremor
paralysis
neurological
Parkinson's Disease

WORLDVIEW

Top of the World : Guatemala Peace

1. What were the terms under which the Guatemala National Revolutionary Unity (URNG) laid down its arms in 1996? Of those reforms, which are underway? How did the URNG also benefit politically at the end of the war?

2. Why do some reforms appear to be at a standstill in Guatemala? How is the lack of action toward constitutional reform affecting the country's military and judiciary sectors? How were Guatemala's indigenous peoples affected by the war? Why are indigenous rights groups encouraged by the Guatemalan government's actions?

3. Assist groups of students in conducting research to learn more about Guatemala's 36-year long Civil War. Have them determine the causes of the conflict, the factions involved, and the outcome.

Share group information in class discussion. Compare the civil conflict in Guatemala with civil wars in other countries. Cite similarities where ethnic and economic issues ignited armed conflict in each case.

LINKS:
http://cnn.com/WORLD/americas/9812/30/guatemala.01/
http://cnn.com/WORLD/9612/29/guatemala.update/index.html

Inside Russia : Russia New Bosses

1. Why are Russian businesses changing their system of management? What type of currency is used in Russia? How can an inexpensive ruble benefit Russian business?

2. What are the differences between communism and capitalism? When and why did communism end in Russia? How have the Russian people been affected by the recent economic crisis? What changes do Russian businesses need to make in order to succeed? How do you think these changes will impact the Russian people?

3. Have students use multimedia resources, including the websites listed below, to research the background of Russia's current economic crisis. As a class, discuss the following questions: Why is Russia experiencing an economic crisis? What impact is the economic crisis having on Russian industry? Is Russia a true democracy? Explain. How has the fall of communism affected Russia's economy and business practices? What action has the Russian government taken to facilitate the privatization of state enterprises? What is the role of the International Monetary Fund in Russia? Following discussion of these questions, have students take the quiz and poll located on the first website.

LINKS:
http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.imf.org/external/np/speeches/1998/040198.HTM
http://www.megastories.com/russia/economy/economy.htm
http://www.usatoday.com/news/world/nws5.htm
http://cnn.com/WORLD/europe/9809/22/russia.01/index.html

Where in the World? : Thai Ballroom Dance

1. What is ballroom dancing? What is the DanceSport Federation? Why do you think ballroom dancing has become increasingly popular? Is ballroom dancing a sport? Why/why not?

2. Have students use the websites listed below to learn about the DanceSport Federation and the history of the Olympics. Compare and contrast DanceSport to established Olympic sports. Discuss whether or not DanceSport should be recognized as an Olympic event. Have groups of students compose letters to the Olympic Committee and the DanceSport Federation expressing the classes' viewpoints. These letters can be e-mailed to the organizations by accessing the websites listed below.

LINKS:
http://home.pacific.net.sg/~adsasing/links.htm
http://www.olympic.org/home.html

EDITOR'S NOTE:
guerrilla
corruption

indigenous
ruble
socialist
ballroom dancing
waltz
quickstep

NEWSROOM CHRONICLE

Eye on the Sky (Part II) : Eye on the Sky (Part II)

1. According to the video, what was the cause of the Eastern Airlines crash into the Everglades in 1972? Explain how the flight instructors in the video use this example to illustrate crew resource management. Besides the professionals in the cockpit, what other individuals are part of the commercial flying crew? How do flight attendants serve as the "eyes and ears" of the pilots?

2. What kinds of simulations do pilot trainees experience in their training at Delta? Do you think it is important that they endure a mock crash? Explain. How is communication a vital skill in a crisis situation like this one? What do pilot trainees learn in the Boeing cockpit? How do these skills come into play when they are ready for flight simulators?

3. Flight simulators are a critical component to pilot training. Have students consult the first website below to learn more about the impact of flight simulators on airline safety. Discuss what a simulator is and how it helps a person practice specific skills (e.g., flying, driving) in a realistic setting. Generate a class discussion about the usefulness of simulators for students: Many school districts offer driver education courses but cannot afford simulators to train students before they get behind the wheel of a real car. Have students find out whether driving simulators are available in your school district. If not, ask them to write to their school board to find out what it would take to be able to provide simulators to enhance student driver training.

4. Encourage interested students to learn more about the educational requirements and career opportunities for pilots. If your school is located near an airport, ask a pilot who is based there to speak to the class on these topics. If not, ask your school's guidance department to make resources available to those students who would like to know more.

LINKS:
http://www.airlinesafety.com/faq/faq1.htm
http://www.ualservices.com/flight_training/programs/daypilot.htm
http://www.iswap.org/

EDITOR'S NOTE:
crew resource management
landing gear
turbulence
flight simulator

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January 27,1999

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:15... 06:30
The battle over witnesses continues in the impeachment trial of President Clinton.

In the Headlines ... 01:35... 08:05
COLOMBIA QUAKE

YOUR DAILY DESK ... 00:50... 08:55
Business Desk ... 01:55... 10:50
Basketball-related businesses may have a tough time recovering from the NBA lockout.

Business Desk Extra ... 03:30... 14:20
The state of one country's currency has an impact on many economies.

WORLDVIEW ... 00:30... 14:50
Top of the World ... 04:50... 19:40
U.S. troops return to Vietnam to look for MIAs.

Information Please ... 02:50... 22:30
Japanese nationalists call for their country to re-assert its military power.

NEWSROOM CHRONICLE ... 00:30... 23:00
Commitment Community ... 03:35... 26:35
Project 9865 is one part compassion and a thousand parts expression.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. How often does each house of Congress update and publish its rules? When were Senate presidential impeachment rules last put into use? What do these rules mandate regarding deliberations in impeachment trial motions? How many senators would have to vote in favor of a motion to waive that rule? Why do you think the Framers of the Constitution designed the process this way? Why do you think that 2/3 of the Senate is not willing to make deliberations public?

2. Why did House managers ask the Senate to allow only a few witnesses to be deposed? Why do you think they also want the president to testify again? How does the White House feel about this demand? What are David Kendall's three arguments against calling witnesses? Do any or all of these arguments make sense to you? Explain. Why do you think the president has no intention of testifying again? How are Senate Republicans reacting to the White House strategy? Why are White House officials nervous about the potential testimony of Monica Lewinsky? Do you think they have cause to worry? Explain.

3. Use this opportunity to assist students as they learn more about the rules on impeachment. Working in small groups, have them consult the second, third and fourth websites below and other resources to gather information about the procedural and constitutional restrictions regarding impeachment. In class discussion, share group findings. Discuss reasons why the Framers designed the Constitution as a flexible blueprint for a democratic republic, but were specific regarding the rules of impeachment.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/26/impeachment.01/
http://jurist.law.pitt.edu/rules.htm
http://www.policy.com/news/dbrief/dbriefarc50.html
http://www.inetresults.com/impeach/const.html

In the Headlines : In the Headlines

1. How does Monday's earthquake compare to other recent quakes in Colombian history? What are relief workers doing to help Colombians recover from this natural disaster? In what region of Colombia did the quake hit hardest? What crop is the biggest export from this region? How could the earthquake impact the market for this product?

2. For more seismic information on this disaster and other recent earthquakes, have students consult the second website below. Challenge groups of students to choose recent earthquake sites and present multimedia reports on the disasters.

LINKS:
http://cnn.com/WORLD/americas/9901/26/colombia.quake.02/
http://wwwneic.cr.usgs.gov/neis/current/s_america.html

EDITOR'S NOTE:
subpoena
discovery
dereliction of duty
credibility
Colombia
Andes Mountains
Coffee Belt
Red Cross

YOUR DAILY DESK

Business Desk : NBA Impact

1. What is a lockout? Why did NBA owners lockout professional basketball players? When is the season scheduled to start? Explain what the economic principle of substitution is and how some NBA fans might resort to substitution with their sports dollars.

2. Ask students to list some of the businesses that have suffered as a result of the NBA lockout. How is the lockout expected to affect game attendance? Then work with the class to create a survey instrument to gauge the effect of the lockout on fans. Students may want to ask questions regarding whether the lockout will affect fans' desire to attend games, watch games on television, buy basketball-related apparel, etc. Have students work in groups to conduct random surveys using the survey instrument created in class. Reconvene the class and share group findings. What do student market surveys predict about fan interest and the upcoming season? Ask: If you could advise the NBA, what would you suggest the league do to remedy "strained fan enthusiasm?"

3. Often a strike, lockout or other work stoppage at one business has ripple effects throughout a city, region, or country, depending on the size and scope of that business. Group students. Challenge each to choose one specific corporation or business (local, national, or international) and brainstorm a list of related businesses and companies that would be adversely affected by a work stoppage there. Have each group present its information in the form of a diagram or other visual that illustrates the ripple effects of a strike, lockout, or closing.

LINKS:
http://www.cnnsi.com/basketball/
http://www.seattletimes.com/news/sports/html98/altkell_100998.html
http://cnnsi.com/basketball/nba/1998/labor/news/1998/06/24/fans/

Business Desk Extra : Business Desk Extra

1. Why did people first begin using currency? Traditionally, how was the value of a country's currency determined? What backs most currencies now? List some factors that can erode confidence in a nation's economy. What happens when a government decides to compensate by printing too much money? Define "inflation."

2. Explain two ways that nations monitor their currencies. What are some problems associated with each? Under what conditions would a government devalue its currency? What is the intended result of this action?

3. Discuss what is meant by the term "currency exchange rate." As a class, consult the currency conversion table in the first website below or use another up-to-date conversion table available to your students. Have each student choose a country listed on the table. Then tell each student to pretend he/she is planning a trip to that country and will be monitoring the exchange rate over a predetermined period of time. Have students consult the table daily, recording the exchange rates of their chosen currencies to the U.S. dollar, in graph form. After the recording period is over, challenge students to research the political, economic and social events that may be affecting their specific national currencies. Have each student present his/her graph and an analysis of the factors responsible for the stability (or instability) of that currency.

   EXTENSION: After each student has presented his/her analysis, discuss which countries present the best "bargains" for American tourists, and why.

LINKS:
http://www.xe.net/cgi-bin/curtable
http://www.fb.com/news/nr/nr98/nr1005.html

http://www.finpipe.com/inflat.htm
http://majestic4.vanguard.com/RRC/DA/0.1.111/039180022426201548

EDITOR'S NOTE:
lockout
substitution
barter
gold standard
market confidence
inflation
currency devaluation
investor

WORLDVIEW

Top of the World : Vietnam MIA

1. How many Americans are still listed as missing in action in Vietnam? How many Vietnamese are still missing as a result of this conflict? How have the Vietnamese responded to the American search teams? What is the role of the forensic anthropologists? How much money does the United States spend each year to conduct MIA search expeditions in Vietnam?

2. Why do you think the U.S. government commits such extensive funding to the MIA search effort? Why do you think the Vietnamese support the U.S. efforts to locate American MIA's? Why is it significant that the U.S. search teams are using Soviet-built helicopters that are piloted by Vietnamese Army veterans? What are the political ramifications of this collaborative effort?

3. Assist groups of students in conducting research to learn more about the Vietnam War. Have them determine the causes of the conflict and the outcome. Share group information in class discussion. Compare America's attitudes about the Vietnam War and WWII. Have students identify the differences in the way veterans of these two wars were treated upon their return to America. Discuss the political and psychological significance of the Vietnam MIA search effort. Following this discussion, poll your students to learn whether or not they think the U.S. should continue its MIA search efforts.

LINKS:
http://cnn.com/WORLD/asiapcf/9812/31/viet.mia/index.html
http://cnn.com/WORLD/9705/09/vietnam/index.html
http://cnn.com/US/9603/mia_pow_law/index.html
http://www.va.gov//va.htm

Information Please : Japan Nationalism

1. What is nationalism? What is the prevailing attitude in Japan about the country's participation in WWII? Why are some Japanese calling for Japan to re-assert its military power? Why is the work of Yoshinori Kobayashi politically significant?

2. Refer students to the first two websites to learn about the history of Japan before and after WWII. How did Japanese nationalism contribute to the nation's participation in WWII? What was the role of the United States in Japan after WWII? Why did Japan adopt a new constitution in 1947? Why do you think the Japanese government is reluctant to amend its constitution to reestablish its military? Why might the international community be concerned about Japan having an active

military force?

3. Have students refer to the third website to investigate the effects of nationalism. Have students cite examples of how nationalism has led to violent conflict. Discuss why nationalism has lead to violent conflict. After addressing these issues, have students debate whether or not Japan should reestablish an active military.

LINKS:
http://www.japan-guide.com/e/e641.html
http://www.thehistorynet.com/WorldWarII/articles/11963_cover.htm
http://www.inter.nl.net/users/Paul.Treanor/nationalism.links.2.html

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EDITOR'S NOTE:
MIA
Soviet Union
forensic anthropologist
POW
Hanoi
nationalism
Hiroshima
Nagasaki

NEWSROOM CHRONICLE

Commitment Community : Commitment Community

1. What is Project 9865? How did it get its name? Who initiated the project? Who is involved in Project 9865? How does the project act as a "unifying force" among young people?

2. In the video we hear hospital representative Leslie Young say, "It's not only the medical that heals, but it's the heart that needs healing." Generate a class discussion about the importance of emotional healing for individuals who are sick. Direct students to the websites below to learn more about Project 9865. Guide students in a class service project that focuses on the emotional needs of medically fragile young people.

LINKS:
http://www.project9865.org/p9865home.asp
http://www.womenswire.com/goodnews/people/d1022feature2.html

EDITOR'S NOTE:
Project 9865
medically fragile
social issue
spectrum

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 28, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:50... 02:05
Top Story ... 04:40... 06:45
The Senate votes to continue the impeachment trial with witness testimony.

In the Headlines ... 02:35... 09:20
KOSOVO PEACE PLAN PROPOSED

YOUR DAILY DESK ... 00:50... 10:10
Science Desk ... 02:10... 12:20
U.S. officials are using digital technology to stop passport counterfeiting.

WORLDVIEW ... 00:25... 12:45
Information Please ... 02:30... 15:15
In Afghanistan, political groups are locked in a violent standoff.

Did You Know? ... 03:05... 18:20
Amnesty International is known worldwide as a defender of human rights.

Culture Watch ... 02:20... 20:40
The art of historical storytelling in China may come to an end.

Culture Watch ... 01:25... 22:05
An annual show puts artistry on ice in China.

NEWSROOM CHRONICLE ... 00:55... 23:00
The Wright Brothers ... 03:20... 26:20
The Wright Brothers forever changed travel with their determination to fly.

CNN NEWSROOM CLOSE ... 01:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What was the result of the vote on the motion to dismiss the impeachment trial in the Senate? On the motion to depose witnesses? Were the results of these votes predictable? Explain. Who are the three witnesses likely to be called by the House managers? Why does the calling of witnesses place the White House in a "dilemma"?

2. What is the mathematical significance of the vote tally on the motion to dismiss? Review these two statements from the video: "This president is not going to be impeached. This trial has effectively ended..." (Senator Ted Kennedy). "It can't be an exercise in futility to try and find the truth. We'll conclude the trial when we can find the truth" (Senator Connie Mack). With whom do you agree? Why? Do you think that those who voted to dismiss the case will keep an open mind when listening to witness testimony? State the rationale for your response.

3. What proposal are some Republicans offering as a way to end the trial quickly? Why do you think most Democrats oppose this idea? What do you think of the proposal?

4. The votes for both motions were nearly along party lines, but one Democrat, Senator Russ Feingold, crossed party lines and voted against the motion to dismiss and for the motion to call witnesses. Direct students to the second website below to read Senator Feingold's statement on why he voted the way he did. Then tell each student to pretend that he/she is about to become a guest panelist on LARRY KING LIVE for a discussion on the impeachment trial. Direct each student to prepare and deliver a 2-3 minute oral statement for the program in response to Senator Feingold's actions.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/27/look.ahead/
http://cnn.com/ALLPOLITICS/stories/1999/01/27/feingold.statement/

In the Headlines : In the Headlines

1. Summarize the points of the U.S.-proposed plan to bring peace to Kosovo. What must be in place in order for the plan to work? When might a NATO warning be issued? Is it likely that both the Serbs and ethnic Albanians will show up to negotiate this plan? Explain.

2. What is the Contact Group that we hear about in the video? What other organizations have been active in promoting stability in the Balkans? Group students. Have each group conduct research to learn more about one of these groups (e.g., the Contact Group, NATO, SFOR) and prepare a report on that organization's involvement for the class. Discuss the effectiveness of each organization in stabilizing the region.

LINKS:
http://www.esteri.it/notizie/documit/d120698a.htm
http://secretary.state.gov/www/statements/1998/980325.html
http://www.cybercomm.nl/~stp/balkan/sfor_nonmil.html

EDITOR'S NOTE:
deposition
obstruction of justice
perjury
discovery
autonomy
Contact Group

Madeleine Albright
NATO

YOUR DAILY DESK

Science Desk : Digital Passports

1. What steps are being taken by the U.S. Government to make passports more difficult to counterfeit? Do you think these steps are necessary? Explain. How does photo-dig differ from the photo method currently used? In what ways do you think this technology makes counterfeiting more difficult? What facility is currently making these passports? What is the timetable for other production facilities to follow suit?

2. How costly do you think passport fraud has become in the U.S.? Who are the prime candidates for purchasing altered passports? According to the video, what is the black market value of an altered passport? Why are some people willing to pay that much? As the conversion to the new high tech passports becomes widespread, what do you think will happen to the price of counterfeit passports?

3. Several new anti-forgery features were mentioned in the story: New type of lamination, holograms, ultraviolet purple inks, microline printing. These technologies, however, are not only specific to passport protection. Have small groups of students choose one of the above features and investigate what it is, how it helps to prevent counterfeiting, and in what other applications the feature is being used. Two other examples of how these features can be applied are the new U.S. paper currency and the packaging used for new computer software. Have students share what they have learned in a visual presentation, providing samples of their features as time and opportunity allow. After the presentations, discuss the need for continual change in the security field, and have them draw or describe their own ways to make future passports more secure.

LINKS:
http://secretary.state.gov/www/briefings/statements/1998/ps981118b.html
http://www.frbatlanta.org/publica/brochure/counter/counterf.htm
http://www.moneyfactory.com/currency/facts2.cfm
http://hmt.com/holography/holostudios/holohelper/faq.htm

EDITOR'S NOTE:
digital
black market
counterfeit
photo-dig
upgrade
hologram
lamination
ultraviolet

WORLDVIEW

Information Please : Afghanistan Taleban

1. Where is Afghanistan located? What is the name and the form of government that is currently controlling Afghanistan? Which political groups are currently fighting each other? How long has

Afghanistan been engaged in civil war? How has the war impacted the people of Afghanistan? Why are national opposition groups hoping the United Nations will intervene?

2. Why do you think only Pakistan, Saudi Arabia and the United Arab Emirates recognize the government of Taleban? In your opinion, why is the Taleban government reluctant to call a cease-fire?

3. The goal of the Taleban government is to establish an Islamic state in Afghanistan. If Afghanistan were to become an Islamic state, what do you think would happen to the existence of the nation's many different ethnic groups?

4. Direct students to the first two websites to learn about the civil war in Afghanistan. Have students discuss the Taleban Islamic regime and its impact on the rights of Afghan citizens. Students may want to focus on the rights of women and the government's use of violence in Afghanistan. Have students write a position about whether or not the international community should intercede to stop the civil war in Afghanistan.

LINKS:
http://www.afghanistan.gmu.edu/Afgsite.htm
http://www.afghanistan.gmu.edu/index.htm
http://cnn.com/WORLD/asiapcf/9901/20/BC-AFGHAN-UN.reut/index.html
http://cnn.com/WORLD/meast/9901/17/BC-AFGHAN-OFFER.reut/index.html
http://www.unhchr.ch/
http://www.unhchr.ch/html/menu4/chrres/1998.res/70.htm

Did You Know? : Human Rights

1. What is Amnesty International? What are human rights? Who is General Augusto Pinochet? Why did Amnesty International campaign against General Pinochet? What document serves as the guiding principle for Amnesty International?

2. What constitutes a violation of human rights? Give examples. Why do you think individuals refrain from speaking out against the violation of human rights that occur in their countries? Why is it important to have laws that protect human rights?

3. Divide your class into several groups. Have each group refer to the first website listed below to prepare a presentation about an Amnesty International human rights campaign (**Note: This site contains content that may be disturbing to younger students. Its content may be inappropriate for some classes. Please preview its content before assigning**). Direct each group to identify the goal of its campaign, the methods used by Amnesty International to achieve these goals, and the strengths and weaknesses of the campaign. Following the presentations have each group write a letter to Amnesty International in which they express their viewpoints about the campaign.

LINKS:
http://www.amnesty.org/
http://www.amnesty.org/aboutai/udhr.htm

Culture Watch : Chinese Storytelling

1. What is Ping Tan? Why are younger audiences apparently losing interest in Chinese storytelling?

2. Do you think storytelling is important? Explain. How do you think Ping Tan has influenced Chinese culture? What can be done to preserve the art of Ping Tan? Do you think Chinese storytellers should change their format in order to engage younger audiences? Why/why not?

3. As a class, discuss the historical and cultural significance of storytelling. How has the significance of storytelling changed since the introduction of television and film? Explain.

4. The passing down of family stories from generation to generation preserves a family's history and provides a link to past generations. Ask each student to have his/her parents tell the student a story about the family's history. Have each student write out his/her story in narrative form, and identify what he/she learned about the family as a result of the story. Have students share their stories with their classmates.

LINKS:
http://lcweb2.loc.gov/frd/cs/cntoc.html
http://www.lilliput.co.uk/faq.html
http://www.storynet.org/index2.htm

Culture Watch : China Ice Festival

1. What annual show each winter in Harbin draws visitors from all over China? From what countries do contestants come? What are some of the subjects of their art? In what medium do they work? Why does the artist interviewed in the video think that snow is an excellent medium in which to work?

EDITOR'S NOTE:
militia
Islamic state
Afghanistan
Amnesty International
human rights
moral tale
dialect
Harbin

NEWSROOM CHRONICLE

The Wright Brothers : The Wright Brothers

1. When and where did Wilbur and Orville Wright build and test their flying machines? Why did they have to construct a shed in which to build their gliders and planes? How did this element work in their favor when it came to testing their aircraft?

2. What were the steps in the evolution of the first flight? What problem prevented the Wright Brothers from having their test plane take off on a runway, as planes do today? How was the first plane "launched" instead?

3. Direct groups of students to conduct research to learn more about the first aircraft and basic principles of aerodynamics. Then challenge each group to create a small model aircraft of any design that "flies." The last two websites below offer some good ideas. Allow each group to demonstrate its aircraft's flying ability.

LINKS:
http://www.hfmgv.org/histories/wright/wrights.html

http://www.nps.gov/wrbr/wright.htm
http://www.fi.edu/flights/own2/challenge.html
http://www.fi.edu/flights/own2/challenge-models.html

EDITOR'S NOTE:
Kitty Hawk, N.C.
glider
visualize
modification

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CNN NEWSROOM Guide

January 29, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 04:35... 07:20
Republican senators feel political heat from party members, the voters and the White House as they determine the next step in the impeachment trial.

In the Headlines ... 01:20... 08:40
QUAKE UPDATE
MORE MERGERS

YOUR DAILY DESK ... 00:50... 09:30
Editor's Desk ... 02:20... 11:50
Television can have a negative impact on kids.

WORLDVIEW ... 00:20... 12:10
NATO (Part I) ... 04:50... 17:00
NATO helps Germany gain the acceptance of its European neighbors.

NATO (Part II) ... 04:00... 21:00
After 50 years, NATO continues to keep the peace in Europe.

NEWSROOM CHRONICLE ... 00:40... 21:40
Jazz School ... 04:00... 25:40
At the New Orleans Center for the Creative Arts, students develop their talents in self-expression.

CNN NEWSROOM CLOSE ... 02:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What positions has the White House made clear regarding the depositions of Monica Lewinsky, Vernon Jordan and Sidney Blumenthal? Why are White House attorneys concerned about these videotaped depositions? Do you think they have reason to worry? Why/why not? Even though the votes do not currently exist to remove the president from office, in what way is the president's fate in the hands of the Republican majority? What is the "silver lining" some aides see among the partisan bickering?

2. In what way are Republican senators divided regarding the impeachment proceedings? What scene shown in the video has united them? How does this explain why the senators have voted the way they have over the past few days? From whom are Republicans getting political pressure? Why? How are the Democrats using this pressure to their political advantage?

3. Republican Senator Susan Collins of Maine is proposing a "finding of fact" motion to bring an end to the trial after witnesses are presented. Have students consult online and other news resource to learn more about this motion and share their findings. What would the motion entail? Who supports this motion? Who opposes it, and on what grounds? Generate a class discussion about the political factions that are most and least likely to support a vote on a finding of fact motion. Do students think this motion could appease the Republican conservative base? Why/why not?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/28/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/01/27/look.ahead/

In the Headlines : In the Headlines

1. Why has the army been called out in the streets of Colombia? What natural disaster occurred there on Monday? Why are relief efforts to the region experiencing difficulty?

2. What two major auto companies announced their merger yesterday? Who must approve this merger before it can take place? What other merger was announced? What is a "portal"? What percentage of web users will Yahoo! now be able to reach as a result of this merger?

LINKS:
http://wwwneic.cr.usgs.gov/neis/current/s_america.html
http://www.cnnfn.com/hotstories/deals/9901/28/deals_wrapup/
http://cnnfn.com/resources/referencedesk/glossary/

EDITOR'S NOTE:
deposition
finding of fact motion
conservative
sellout
shareholders
merger
portal
venue

YOUR DAILY DESK

Editor's Desk : Kids and TV

1. On an average, how much television do American children watch a week? On average, how many

violent acts do children view on television a year? What impact can television have on children's development?

2. Do you think that television influences our attitudes and social values? Explain, and give examples to support your position. Why do you think the amount of violence and sex in television shows increased in recent years? Do you think that television is, in itself, a dangerous tool? State your rationale.

3. Divide your class into seven groups. Have each group watch three hours of television on a specific day of the week. Students should watch a variety of news, entertainment and children's programming. Each student is to keep a log of the following factors: the name of the television programs, the television network, date and time that the show aired, and the number of violent acts. A violent act can be defined as either forceful physical contact, the use of weapons, or the use of hostile language. For each act of violence, have students note the setting, people involved and the outcome of the incident. To ensure that students obtain an accurate representation of programming, direct students to monitor different TV stations at different times of the day. As a class, compile each group's data and compare their findings. Determine which shows had the highest and lowest incidents of violence. In the shows, how were conflicts resolved? Identify the pro- and anti-social messages conveyed by these shows, and whether these shows are appropriate for children. How did this exercise influence students' awareness and attitudes about violence on television?

LINKS:
http://cnn.com/HEALTH/9901/06/media.kids/
http://www.limitv.org/
http://www.kqed.org/cell/chen/
http://www.aapca1.org/aapca1/tv.html

EDITOR'S NOTE:
FCC
viewing habits
electronic babysitter
family hour

WORLDVIEW

NATO (Part I) : NATO (Part I)

1. What is NATO? Why was NATO established? When and why did Germany join NATO? Why were Germany's neighbors concerned about Germany participating in NATO? How did Russia and the Allied European nations benefit by Germany's participation in NATO?

2. In what way has NATO "kept Germany under control?" Why would a country be reluctant to join NATO? Why do you think the reunification of Germany reignited fear among European nations? What is the historic and political significance of the French-German brigade? In your opinion, do you think Germany can be recognized as the large, prosperous and politically powerful country that it is, without being feared? Explain.

3. Divide your class into two groups. Have each group use multimedia resources, including the websites listed below, to prepare a presentation about Germany's impact on European nations during WWI or WWII. Following the presentations, discuss how European nations have become increasingly interdependent since WWII. Next, direct students to debate whether or not Germany currently poses a treat to neighboring European nations.

LINKS:
http://www.nato.int/
http://www.nato.int/docu/facts/what.htm
http://www.bundesregierung.de/english/01/newsf.html
http://cnn.com/SPECIALS/cold.war/
http://www.lib.byu.edu/~rdh/wwi/

NATO (Part II) : NATO (Part II)

1. In what year was the Atlantic Treaty signed? What political principles does NATO promote? Why did Western Allied nations fear the Soviets after WWII? What is the historical and political significance of the Russian-NATO cooperation agreement? Give examples of how NATO promotes European unity. Why did NATO initiate military action in Bosnia?

2. How has the focus of NATO changed during the last 50 years? Why do you think the founders of NATO felt that America's involvement was necessary for NATO to be successful? Do you think international peace could be maintained without the presence of NATO? Explain.

3. Divide your class into two groups. Refer both groups to the websites listed below to prepare a presentation about the history of either the conflict in Bosnia or the Kosovo conflict. Have each group create a timeline identifying the key developments in these conflicts and NATO's interventions. Following the presentations, compare the similarities and differences between the Kosovo conflict and the conflict in Bosnia. Discuss the pros and cons of NATO's actions in Bosnia, and whether or not NATO should use military force in Kosovo.

4. Learn more about the Cold War by tuning into CNN's ongoing series "Cold War," airing Sunday nights at 8:00 pm ET. For a free cold war educator's guide, go to this website: http://learning.turner.com/coldwar or call 1-800-344-6219.

LINKS:
http://www.nato.int/
http://cnn.com/WORLD/Bosnia/index.html
http://cnn.com/WORLD/europe/9901/28/kosovo.01/index.html
http://arc.org.tw/USIA/www.usia.gov/regional/eur/balkans/kosovo/homepage.htm

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EDITOR'S NOTE:
NATO
Germany
Cold War
communism
The Atlantic Alliance
Kosovo
democracy
The Balkans

NEWSROOM CHRONICLE

Jazz School : Jazz School

1. How do NOCCA students "balance" their academic and artistic lives? How tough is the competition for students who want to get into NOCCA? What happens once a student passes the

audition? What do students have to do in order to remain at NOCCA?

2. Who are two famous alumni of NOCCA mentioned in the video? What is it that both alumni and students appreciate about the faculty of NOCCA? How would you describe jazz? Besides self-expression, what do aspiring jazz musicians learn at NOCCA? Do you play a musical instrument or sing? If so, discuss the importance of the study of music theory to your training.

3. In the video we hear that "In New Orleans, jazz is not just music...it's part of a culture handed down from generation to generation." Introduce students to jazz as a unique expression of American culture, focusing on New Orleans jazz. Allow them to bring in musical selections by jazz greats and review them in class, as well as search online and other resources to learn more about jazz as a cultural element.

4. According to Klyde Kerr, head of NOCCA's jazz program, the most important aspect of the school is that "we're teaching youngsters to be in touch with their creative spirit inside themselves." Generate a class discussion about this statement and ask students in your class how they get in touch with their inner creativity. Guide students in a creative arts project: Students may choose to create music, art, poetry, drama, or any other form of self-expression. Hold a "Creative Arts Day" and invite other classes to appreciate your students' expressive works.

LINKS:
http://www.nolalive.com/arts/culturalguide/nocca_friends.html
http://www.pk.edu.pl/~pmj/jazzlinks/
http://www.mindspring.com/~kvansant/education.htm
http://www.geocities.com/Athens/2405/
http://www.usca.sc.edu/aedc442/aedc442002974/creativearts.html

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EDITOR'S NOTE:
probation
Pulitzer Prize
curriculum
Wynton Marsalis
Harry Connick, Jr.
jazz
theory
New Orleans

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